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ABSTRACT

Described in the final report is a 3-year project which prepared 25 teachers at Master's degree level in a practicum based teacher training program for preschool handicapped children. Stressed are the program's objective of developing effective teachers able to cope with behavioral and educational problems irrespective of purported etiologies or administrative placements, the integration of course work and field experience, and training in assessing relevant psychoeducational behavior and devising appropriate remedial interventions. Sections of the report cover the background of the study; methods (with information on such aspects as the trainees, the resource room model, and program implementation strategies); trainee evaluation; program evaluation; effect of program on public schools; and child progress. Evaluation data of students at the end of the program and 1 year later is given and appears to be very favorable. Appended are various forms used during the program. (DB)

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FINAL REPORT

Project No. H056055
Grant No. OEG-0-72-4294 (603)

A PRACTICUM-BASED TEACHER TRAINING PROGRAM FOR PRESCHOOL HANDICAPPED CHILDREN

Ronald P. Colarusso, Ed.D., Director

November 30, 1975

EC093167

The activities reported herein were performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare, Bureau of the Handicapped.

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ABSTRACT

On June 1, 1972 the Departments of Early Childhood and Special Education of Georgia State University, in a joint effort, were awarded a Special Project grant from HEW. The program entitled "A Practicum-Based Teacher Training Program for Preschool Handicapped Children," ran for three consecutive years and terminated August 30, 1975. This final report includes the discussion of the problem area, methodology employed, and results and findings.

Problem: Early Childhood/Special Education for the Handicapped. This teacher education project was designed to prepare Master's level teachers with Early Childhood and Special Education competencies. These teachers were trained to work with preschool handicapped children in the identification and prevention of potential educationally significant learning problems by learning to work with many commonalities among young children with potential learning problems and the many problems of diagnosis and remediation which exist from birth to school age.

Objective: The fundamental goal of the training program in preschool handicapped at the Master's degree level was to develop effective teachers who can cope with the behavioral and educational programs of affected children, irrespective of purported etiologies or administrative placements of such children. Therefore, emphasis was placed on assessing the child's relevant psychoeducational behavior and for devising appropriate remedial interventions.

Method: In this practicum based program teachers-in-training were educated through an integrated program of course work and field experience to

acquire a considerable number of competencies. The full time program functions on a four-quarter basis beginning in June and terminating in May. The summer or first quarter is devoted to basic information through course work, observation, and interaction with preschool exceptional children. The three following quarters are coordinated between practicum in the resource room and related course work and seminars. The student worked in the resource room on a half-day basis (8:30-12:00) under constant supervision. In the resource room, students experimented in method and curriculum without interferring with ongoing programs of other teachers. The practicum included educational diagnosis and prescriptive teaching, practice and observation in resource rooms and other classes, participation in case conferences, consultation with experienced teachers, and parent education. A Master-teacher supervisor was assigned to the resource room center on a full time basis to direct the program and coordinate, supervise and evaluate the student activities.

Rationale: The resource room approach was chosen mainly for its versatility in teacher training. It allowed the student to experiment with a variety of teaching techniques and materials without assuming the responsibilities of managing a classroom. Therefore, it lent itself to acquiring the skills required for individualized programming necessary with preschool exceptional children.

BACKGROUND FOR THE STUDY

Introduction

The purpose of this special project was to develop a teacher training model in the area of preschool education for the handicapped. This teacher education program was designed to prepare master's level specialists to work with preschool handicapped children in the identification and prevention of potential educational significant learning problems. It was felt that the master's level was the best level to develop competencies that could be extended or built upon already established Elementary, Early Childhood, and Special Education teaching skills.

The target population was preschool aged children who demonstrate mild to moderate learning and/or behavioral problems. This approach was projected for preparation of personnel across categories rather than in the traditional categorical manner i.e., mental retardation, learning disabilities, and emotional disturbance. Therefore, this non-categorical program stressed the many commonalities among young children while addressing potential learning and behavioral problem from a developmental and academic viewpoint.

This program model was considered innovative because:

1. A new type specialist was prepared (i.e., Master teachers of the preschool handicapped).
2. Qualified teachers from the areas of Elementary, Early Childhood, and Special Education were trained to teach preschool handicapped children in a variety of educational settings.

3. The training program was practicum based and employed a resource room approach for practicum.
4. The program was a joint effort between an Early Childhood and Special Education Department.
5. The practicum oriented program was operated in an urban Atlanta public school and Head Start Center.
6. The model took an interrelated non-categorical approach to special education.

Objectives

The fundamental goals of the training program in preschool handicapped at the Master's degree level was to develop effective teachers who could cope with the behavioral and educational problems of children, irrespective of purported etiologies or administrative placements of such children. Basic to the philosophy of the program were the assumptions that (1) the analysis of the learning problem rather than the determination of the etiological category or the psychomedical label is the primary factor that determines remediation; (2) the goal of the educational strategy is the child's successful mastery of school tasks; (3) the teacher should be the key person in the formulation and the execution of educational prescriptions for individual children. Therefore, emphasis was placed on assessing the child's relevant psychoeducational behavior and devising appropriate remedial interventions. Tc this end, the child was viewed as a potential learner with a difference rather than a member of a particular psychomedical category or a psychometrically defined classification. His strengths were underscored, his individuality was recognized, and an individual remediation was prescribed for him. Therefore, the

intent of this project was to provide the schools with competent, innovative teachers who can assume responsibility for the development, expansion, and improvement of programs for preschool children with potential learning problems. In order to educate these teachers, students-in-training were expected, through an integrated program of course work and field experience to acquire a considerable number of competencies. Specifically, the student was expected:

1. To acquire general knowledge of teaching and learning processes;
2. To understand the possible causes of learning problems and the needs of affected children;
3. To be cognizant of the development and learning of normal children in the areas of cognition, language, perceptual-motor and social-emotional behavior;
4. To become skillful both in formal (psychoeducational) and informal evaluation of problems of learning;
5. To become familiar with the strengths as well as the limitations of traditional and current assessment devices and teaching techniques associated with learning problems;
6. To develop confidence and skill in going beyond tradition in devising educational programs for children with potential learning problems;
7. To complete an intensive field experience which involves the implementation of conventional and unconventional techniques
8. To recognize the need for continuing program assessment and for critical self-evaluation;

9. To become familiar with research methodologies, particularly the recording and analysis of child behavior;
10. To become skillful in the interaction and counseling of the regular preschool teachers;
11. To become skillful in the education, counseling, and guidance of parents of preschool handicapped;
12. To read, understand, evaluate, and use current research in the field and in most cases to participate in actual research studies;
13. To assume professional responsibilities such as membership in relevant organizations, attendance at professional meetings, and leadership roles at state and local levels in the initiation and improvement of services for preschool handicapped children.

At the doctoral level, the Program was designed to provide students with experiences in administration, supervision, instruction, and research areas. The objectives set at this level included the following:

1. To become proficient in supervision and instruction at the University level.
2. To demonstrate competencies in evaluating, programming, and instructing children who evidence a variety of learning problems.
3. To develop understanding of the rationales, theoretical bases, and empirical supports for selected assessment and teaching techniques.
4. To demonstrate competencies in formulating and testing of researchable hypotheses regarding curricular matters, such as intervention strategies and materials.

5. To demonstrate competencies in formulating and implementing basic and/or applied research on learning and performance patterns of preschool handicapped children.

At the doctoral level, the program sought to prepare personnel for university careers in teacher education with research competencies.

METHODS

Trainees

Twenty-seven trainees (19 white, 7 Black, 1 oriental) were enrolled as full time students in this program over the three year grant period. Requirements for admission to the proposed Early Childhood-Special Education Program followed the same admission requirements as those of the Department of Special Education and the School of Education at Georgia State University. In addition, students enrolling in this program were required to meet the following stipulations:

1. A minimum or one year's teaching experience with young children in either elementary, early childhood or special education programs;
2. A bachelor's level certification in the areas of early childhood, elementary, or special education.

The trainees entered the program with a Bachelor's degree in either Early Childhood, Special Education, or Elementary Education. All had at least one year of teaching experience with young children in their respective areas. Most trainees had functioned within self-contained classrooms while a few had experience as resource or itinerant teachers. Of the twenty-seven trainees, five had training or experience in special education while the remaining 22 had training in Elementary or Early Childhood Education and experiences with preschool or primary age children.

Of the 27 trainees enrolled, 25 successfully completed the program. One student dropped out due to low grades, while another moved to a new

geographical location. Program graduates received a Masters of Education Degree from Georgia State University and T-5 level certification (master's) in Early Childhood-Special Education Interrelated from the State of Georgia.

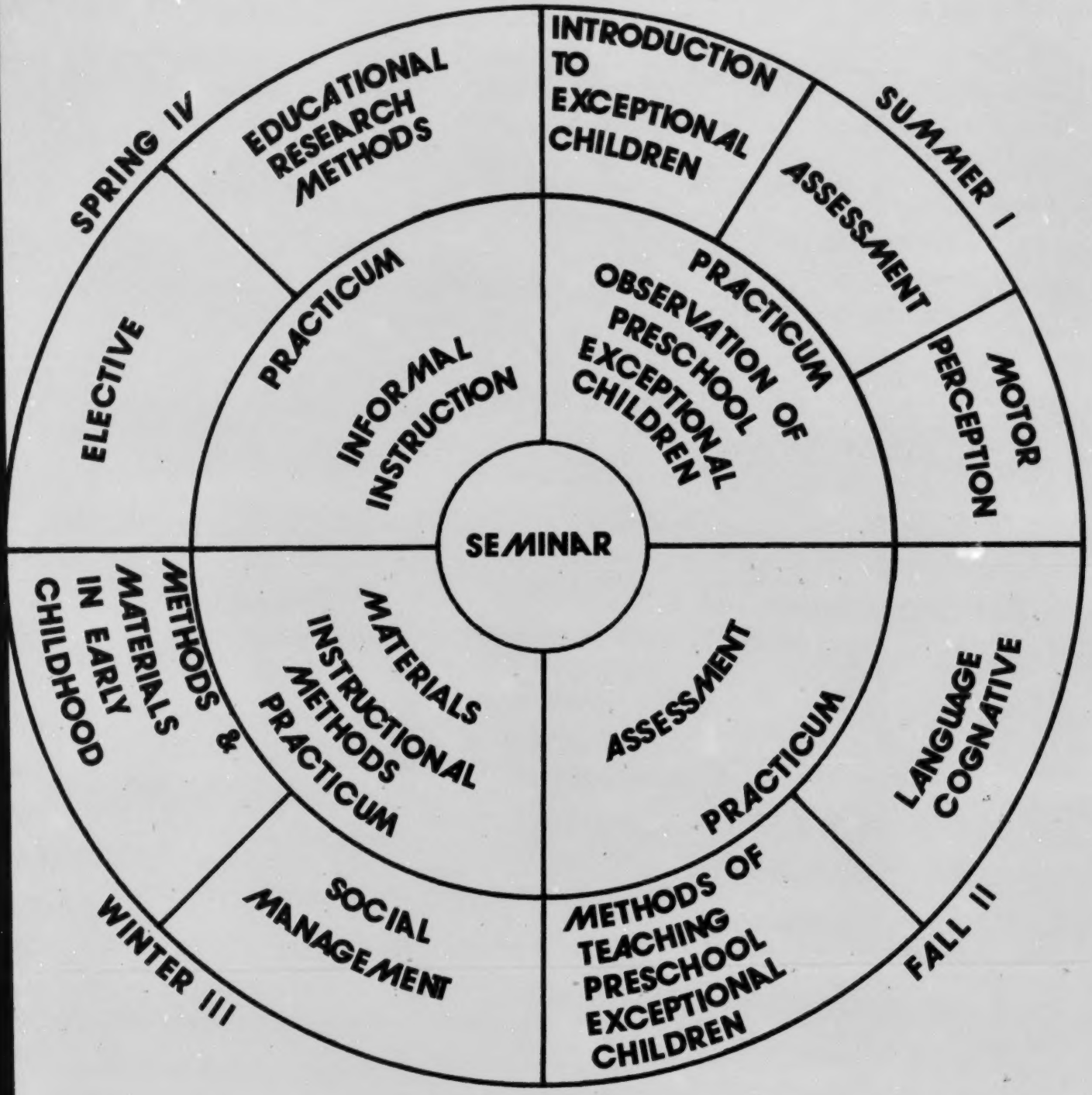
Program Implementation Strategies

The Early Childhood-Special Education Program was a practicum based teacher training program using the resource room approach in addition to the more conventional self-contained class method. This program was a departure from many programs in special education since it drew upon the expertise of both the Department of Special Education and the Department of Early Childhood Education. Doctoral level students worked in this program as practicum supervisors and provided formal lectures in this program. This full-time training program functioned on a four quarter basis beginning in the summer quarter and terminating in the spring quarter. Figure I shows the program content by quarter. Each quarter has three basic components: practicum, corresponding course work and informal seminars. While the summer afforded practical experience in observation and assessment techniques along with first hand knowledge about the various types of young exceptional children, the following three quarters were developed around sound diagnostic-prescriptive teaching techniques, appropriate teaching models, many materials, and parent involvement.

PROGRAM SEQUENCE

IN

EARLY CHILDHOOD-SPECIAL EDUCATION



The summer, or first quarter, was devoted to the acquisition of basic information about young exceptional children and the development of observational skills. Methods employed were field trips, on site practicum experiences, and formal course work.

Practicum experiences of an observational nature were provided through a minimum of three two week, half day internships. The trainees served as teacher aids in strictly categorical preschool classrooms. Included were classes for the mentally retarded, emotionally disturbed, physically handicapped, and deaf. During this practicum phase, the trainees gained first hand knowledge about various types of exceptional children, developed observational skills, and practiced formal and informal assessment techniques. Weekly half day seminars were held with emphasis on child development and observational techniques.

The corresponding course work was presented in a block of three courses designed especially for this program. They included:

SPE 601 Exceptional Children and Youth.
Introducation to the problems of children with mental, physical or emotional difficulties or limitations, with emphasis upon diagnostic and corrective approaches.

SPE 637 Perceptual-Motor Development and Disorders.
Study of perceptual-motor development and disorders, with emphasis on diagnostic evaluation and instructional techniques.

SPE 736 Educational Assessment of Exceptional Children.
Use of formal and informal evaluative procedures with children who have many types of learning problems. Individual tutoring and application of prescriptive teaching techniques.

The main focus of the practicum during the fall quarter was the refinement of observational and assessment techniques, both formal and informal. Trainees spent a half day, five days per week in the practicum site working with children, individually and in small groups. The practicum afforded opportunities for developing observation skills, testing skills, report writing skills, and prescription planning abilities. The resource room practicum also afforded the trainee time and the professional responsibility to study the operation of the practicum center, to communicate with all persons who were responsible for the children referred, and to try to establish rapport with the home and parents or parent-surrogates. Parent involvement during this quarter is mainly in the form of conferences with parents of children in the program. Seminars focused mainly on the assessment of preschool exceptional children and developing intervention strategies. Trainee progress was critiqued mainly through the use of video taping and Interaction Analysis Evaluation Techniques.

Corresponding course work included:

SPE 632 Language Development and Language Disabilities.
Study of normal and delayed speech and language development. Designed to provide teachers with appropriate procedures in speech and language development from infancy to adulthood.

SPE 652 Methods of Teaching Preschool Handicapped Children.
Emphasis is given to techniques of prescriptive teaching and appropriate materials to be used in tutorial and group settings with preschool aged exceptional children.

SPE 766C Practicum in Early Childhood/Special Education.

Intensive practicum course which provides opportunity for full-time in-depth experiences with preschool aged exceptional children.

The main focus of the practicum during the winter quarter was the gaining of knowledge and first hand experience with teaching materials, programs, and techniques appropriate for use with preschool aged exceptional children. The practicum involved implementation of instructional plans for the children tested and enrolled. The trainees implemented their prescription plans, evaluated activities and the child's performances, and replanned daily to insure the child success in learning. During this quarter, the trainees examined, experimented with, and evaluated for functionality a wide variety of commercially prepared kits, programs, and instructional packets. One day per week was spent working directly with parents. Parents were invited to attend workshops at the center. In addition trainees made home visits. Seminars were devoted to assessment of teaching skills and to presentation and critique of materials.

Corresponding course work includes:

SPE 836 Behavior Management of Exceptional Children.
Clinical management of life events: permitting, tolerating, interfering, enviornmental manipulation, life-space interviewing. Focus is on disturbed children in specific settings. Field placement required.

or

SPE 838 Behavior Modification of Exceptional Children.
Theory and field application of behavior modification techniques.

SPE 645 Methods and Materials in Early Childhood Education.
Inductive analysis of specific materials and techniques and the application thereof in the development of affective, psychomotor, and cognitive

behaviors among children. Laboratory experiences to be arranged.

SPE 767C Practicum in Early Childhood/Special Education. Intensive practicum course which provides an opportunity for in-depth experiences with preschool aged exceptional children.

The practicum for the final quarter (Spring) of study emphasized informal teaching techniques. This included the selection and modification of materials appropriate to meet the child's needs and the development of teacher made materials. It included continuation of the instructional program, extension of trainee services through parent involvement workshops, and post-testing of all referrals worked with in the resource room. The instructional program focused upon the trainees' use of non-commercially made kits and original creations, both in method and material. The sharing of original instructional devices was an important aspect of this practicum for both trainees and parents. Evaluation of teaching activities and modification of lesson plans to meet stated objectives was also emphasized.

The final three weeks of the quarter were devoted to field observations. Trainees acted as teacher aids in traditional preschool programs for exceptional children with the major objectives being to evaluate programs and teaching methods and plan programs for future use.

During this quarter the parent program was expanded to include a prevention program. Trainees worked with parents of children from birth to three years of age on a weekly basis.

Seminars were devoted mainly to discussion of pertinent topics such as: professional ethics, job selection, program development, etc.

Corresponding courses included:

FED 790 Methods of Reserach in Education.

Study of research methods, procedures and designs, including preparation of research abstracts in education and related fields.

SPE 768C Practicum in Early Childhood/Special Education.

Intensive practicum course which provides opportunity for in-depth experiences with preschool aged exceptional children.

Electives:

DEC 627 Early Childhood Development.

PSY 813 Advanced Child Development.

DEC 855 Parent Involvement in Early Childhood Education.

DEC 646 Methods and Materials in Early Childhood Education.

Although the above specified courses were most often taken by students, programs were individually planned to meet the needs and background of each student. Minimum program requirements were 60 quarter hours. A Planned Program Form is included in Figure 2.

M.ED. in INTERRELATED SPECIAL EDUCATION
EARLY CHILDHOOD TEACHER TRAINING PROGRAM
Georgia State University
Department of Special Education
PLANNED PROGRAM

NAME:
STREET:
CITY:
STATE AND ZIP:

PHONE:
SOC. SEC.:
ADVISOR:

White: Advisor
Yellow: Student
Pink: Office Of Program Monitoring

Circle appropriate courses in each area.

A. NATURE OF THE LEARNER AND LEARNING PROBLEMS (Minimum of 5 quarter hours)

DEC 627	Ear. Chldhd. Dev.	FED 831	Hum. Lrng. Thrs.
DEC 701	The Yng. Chld. and his Cult.	PSY 640	Psych. of the Excep. Chld.
DEC 726	Lng. Dev. in Chld.	PSY 813	Adv. Chld. Dev.
FED 615	Adv. Ed. Psych.	SPE 601	Excep. Chld. and Youth
FED 738	Hum. Dev. Thrs.	SPE 632	Lng. Dev. and Disablts.
FED 745	Met. of Chld. Stdy.	SPE 637	Percptl. Mtr. Dev. and Dsordrs.
FED 803	Adv. Dev. Psych.		

B. PROGRAMS AND PROBLEMS OF THE SCHOOL (Minimum of 5 quarter hours)

CPS 753	Indvdlzng. Curr. and Tchr. Couns. Skills	DEC 855	Par. Invlvmt. in Ear. Chldhd. Ed.
DEC 645	Anal. of Met. and Mat. in Ear. Chldhd. Ed.	DEC 876	The Psych. of Play
DEC 646	Met. and Mat. in Ear. Chldhd. Ed.	ECI 736	Curr. of the Urb. Env.
DEC 747	Rdg. and Lng. Arts in Ear. Chldhd. Ed.	ECI 737	Tch. Urb. Youth
		FED 626	Prob. of Cultly. Diff. Chld.
		FED 636	Ed. of Inr-Cty. Chld.

C. TEACHING FIELD (Minimum of 25 quarter hours)

SPE 600	Wkg. with Par. of Excep. Chld.	SPE 768	Prac. in Spec. Ed. III
SPE 651	Met. of Tch. the Ment. Ret-EMR	SPE 836	Beh. Mngmt. of Excep. Chld.
SPE 652	Met. of Tch. Presch. Excep. Chld.	SPE 838	Beh. Mod. of Excep. Chld.
SPE 736	Ed. Assess. of Excep. Chld.	SPE 849	Met. of Tch. Chld. with Beh. Dsordrs.
SPE 766	Prac. in Spec. Ed. I	SPE 857	Met. of Tch. Chld. with Specfc. Lrng. Disablts.
SPE 767	Prac. in Spec. Ed. II	SPE 876	Prob. of Tch. Spec. Ed.

D. RESEARCH (Minimum of 5 quarter hours)

FED 790	Met. of Res. in Ed.	SPE 790	Res. in Spec. Ed.
SPE 681	Dir. Rdgs. and Res. in Spec.Ed.		

E. ELECTIVES

GENERAL REGULATIONS

1. Master's programs include a minimum of sixty hours course work, at least forty-five hours of which must be earned at Georgia State University.
2. All degree requirements must be satisfied within six calendar years. No transfer credit older than six years may be applied.
3. ADVISOR: are comprehensives required? _____
year of catalog used to plan program _____
must student apply for candidacy? _____
total hours in program _____
4. All students must successfully complete the National Teacher Examination and the School of Education common examination.
5. Courses taken through area teacher education services must be approved in advance by the advisor.

TRANSFER CREDIT

DEPT.	NO.	HRS.	GRADE	QTR.	YR.	INSTIT.	AREA

6. Many courses have prerequisites. Consult the Graduate Bulletin.
7. Degree requirements include faculty approval and recommendation.
8. It is the student's responsibility to fulfill all catalog requirements.

STUDENT _____ ADVISOR _____ DATE _____

Practicum Program

The major emphasis in the teacher training model was on practical experience. Trainees devoted a minimum of 20 hours per week to practicum over the entire four quarters.

The practicum provided three unique and different experiences for the trainees: a resource room model to regular preschool programs, a self-contained program for preschool exceptional children and a parent involvement program.

Field experiences of an observational nature were provided for the trainees to explore in the greater metropolitan area. Visits and two week internships for primary experiences were made in strictly categorical-training institutions of special education, in traditional early childhood centers, and in mainstreamed early childhood/special education centers. These sites provided outstanding examples for operating in a variety of populations with regard to severity of impairment, social, economic, racial and cultural differences.

Among field observation sites were the Georgia Mental Retardation Center, the Atlanta Area School for the Deaf, the South DeKalb Children's Center for Emotionally Disturbed, numerous traditional early childhood centers which the students selected to study through one of the academic courses in the program sequence, and two mainstreamed centers: The Briarwood PLAY (Prescription Language Activities for Youth) Program and the Coralwood Early Intervention Center.

Trainees were rotated among practicum sites so that at least two different populations were experienced, while approximately five different

field observations were made.

Resource Room Training Model

The resource room model was employed in two separate settings. In the Butler Elementary School of Atlanta the resource room served five and six year old kindergarten and first grade children. In the Grady Homes Child Development Center, a Head Start program, the resource room served children from three to five years of age. Most of the children worked with in these practicum sites demonstrated mild to moderate learning and behavior problems. All lived in an inner city area comprised of 98.3% black and whose families are considered to be in the poverty range.

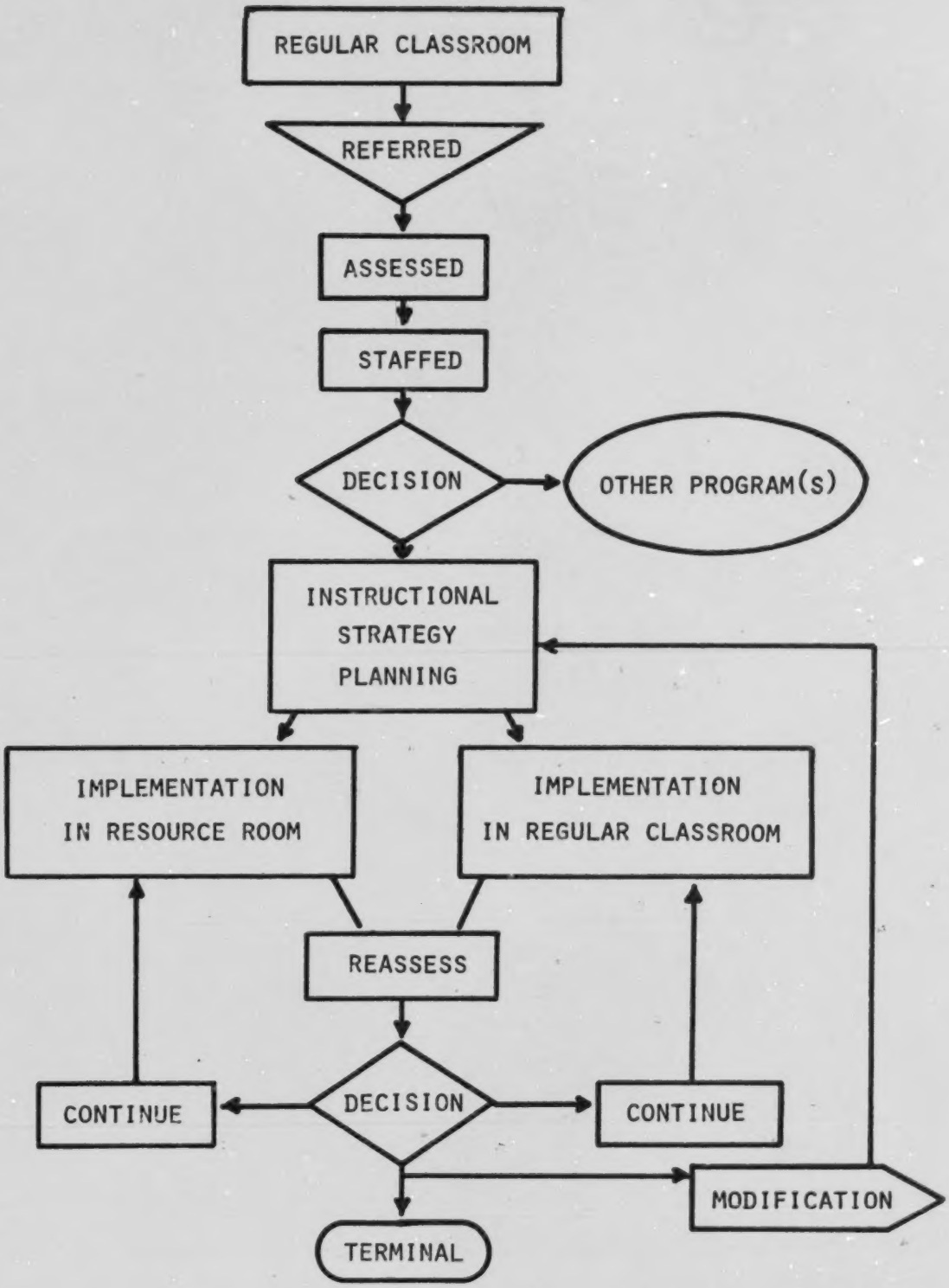
The major purpose for the selection of a resource room model in teacher training was to allow for flexibility in experimenting in a learning situation. The students in training were relieved of the traditional responsibilities of a self-contained class teacher. Thus, the trainee was afforded the opportunity to work with children demonstrating a variety of school related problems while experimenting with various educational diagnostic, prescriptive teaching, teacher consultation, and parent involvement techniques. The significance of this approach was that the focus was upon the individual child, his abilities and needs, and the promotion of the trainees' learning through experimentation with different methods and techniques. This model also allowed for close supervision and evaluation in that from three to five trainees could be housed in one resource room. A doctoral level student was then employed as a master teacher supervisor, assigned to one practicum site on a full-time basis with the

responsibility of coordination, supervision, and evaluation of resource room activities.

In addition, the resource teacher approach was to de-emphasize categorically labeling children as mentally retarded, emotionally disturbed, brain-injured, etc. Another purpose was to provide maximum integration of exceptional children into regular preschool classes, and to increase the coordination between special and regular education programs. In place of self-contained special classes organized according to categorical labels, this resource approach allowed the preschool mildly handicapped child to remain with his "normal" peers for the greater part of the school day while attending the resource room for specific periods of time depending on his individual needs. This approach provided for a high degree of flexibility in planning, placement, and grouping children.

Each resource center served as a full-time practicum setting for the five Georgia State University students in this program. Courses and seminars were also conducted at the centers. A training room was reserved for this purpose. In the training room, students experimented in method and curriculum without interfering with the ongoing program of other teachers. The practicum included work with children who varied widely in type of disability and included experience in educational diagnosis and prescriptive teaching. Students performed observation in resource rooms and other classes, participated in case conferences, consulted with experienced teachers, and presented parent education workshops. Figure 3 included a diagram of the resource room "Child Intervention Model."

CHILD INTERVENTION MODEL



Teacher referral. The regular class teacher referred any child she believed was lagging behind the class in development, learning skills, or behavior. A referral form was used on which the teacher indicated the major reason for referral and answered additional questions.(see Appendix: Forms)

Assessment. The trainee, on receiving a pupil referral, was expected to complete a total child assessment which included formal and informal techniques. Emphasis was placed on assessing the child's relevant psychoeducational behavior and on determining appropriate remedial interventions. To this end, the child was viewed as a potential learner with a difference rather than a member of a categorical class.

Trainees used a number of techniques for this investigation: the informal observation in the regular class setting, teacher interview, parent interview, diagnostic teaching sessions, and formal testing. Recordkeeping was a most essential element at this stage of intervention, for it provided specific instances for comparative study of the child's progress and attitudinal changes and for noting areas of strength and weakness. A summative diagnostic report was completed by the trainee and included all pertinent assessment findings, areas of strength and weakness, and teaching recommendations.

Staffing. The staffing held following assessment served as a conference to study all pertinent data presented on the referral child and to determine an appropriate course of action. Two other functions of the staffing were the trainee's use of it as a request for assistance and direction and as a review in communicating a child's progress and present status. In case of confusion over test score interpretation, poor behavioral response to instructional strategies, or child management problems, those in

attendance at the staffing often were able to lend palliative support and constructive information or ideas to the trainee.

Dependent on the purpose, timing, and nature of the problem, a staffing could be called at any point in the child intervention process, but the general order used in practicum staffings included presentation of all or key points in the following sequence:

1. Case history and developmental data
2. Assessment data: formal, informal tests; observational data
3. Prescription plan: layout of general objectives and specific instructional program being presented
4. Current status in instructional program: progress
   specific concerns and problems
   audio- or video-tape presentations
5. Contributions by other personnel who work with the child
6. Group discussion and recommendation
7. Summary of staffing

Staffings were attended by the director, assistant director, supervisors, fellow trainees, the regular classroom teacher, and parent, when possible. Other professional sources and their reports (e.g., the Grady Hospital Hearing Clinic, the itinerant speech therapists, the pediatric nurse, the parent trainers, etc.) were helpful in developing a profile of a child being staffed.

Instructional Strategy. The summary of the staffing resulted in a decision as to an appropriate instructional strategy to best meet the child's needs. As is indicated on Figure B this is a no reject model. A referred child was either referred to another more suitable program or worked

with in either the resource or regular classroom, the rationale being that if a teacher refers a child, there is a problem. This problem may be due to factors other than the child, i.e., classroom environment, but there is a problem. In such cases the trainee responsibility was to modify the child's behavior or the regular class environment to eliminate the problem.

Implementation. Each trainee had a case load of four students which she worked with daily. This was done individually or in small groups depending upon the needs of the children and the appropriateness of the activities. Activities were planned for short time periods with a child never staying in the resource room for more than a half hour.

Both long and short range goals were planned by the trainee for each child. The first task for the trainee was to determine general objectives in each area of development. For each general objective a task analysis was completed. Daily activities were planned for each specific objective within the task analysis.

Trainees were required and encouraged to experiment with a variety of methods and materials. This allowed them to become familiar with a variety of methods and materials and to select those that best met the needs of specific children and to find methods that best matched their personality and needs.

In addition to working with referred children, trainees were responsible for planning and implementing language activities in the regular classroom.

Samples of all the forms used in the practice are included in the Appendix.

The daily schedule in the resource room was set up to provide for an initial teacher preparation time, four individual instructional sessions

with referrals and a group teaching experience in the regular classroom. The following hour was for critique sessions with the supervisor and for the trainees to re-evaluate pupil performance and to plan the next day's work. A sample daily resource room schedule is included in Figure 4.

Figure 4

DAILY SCHEDULE

in the

RESOURCE ROOM

8:00 - 8:30	Preparation Time
8:30 - 10:30	Prescriptive Teaching
8:30 - 9:00	Individual
9:00 - 9:30	Group, Individual
9:30 - 10:00	Group, Individual
10:00 - 10:30	Group, Individual
10:30 - 10:45	Break
10:45 - 11:15	Group, Individual
11:15- 12:30	Supervisor and Trainee Critique Sessions
(Tues., Thurs.)	Planning Time, Lunch
(We., Fri.)	Parent Involvement Work (Logan)
11:15 - 1:00 (Mon.)	Seminar

Instruction was based upon the prescriptive teaching plan devised to meet individual pupil needs. The direction taken in the individual and group sessions was towards skill development and the exercise of all sensory modalities for building greater awareness, recognition, discrimination, association, and generalization abilities. With the five-year old children, greater attention was granted to readiness skill development for meeting first grade expectations. Certainly basic information and content were transmitted to all the children, but the prime focus was not specifically the teaching of content for children to recall but rather the development of psychomotor, communication, and social skills.

The orientation to instruction based on skill development created a need for the trainees to reconsider the philosophical bases of curriculum design from which they had instructed formerly. It also effected greater concern in writing behavioral objectives, in formulating task analyses, and in daily re-evaluating their instructional plan against pupil performance. The continual monitoring of pupil performance forced the trainees to seek resources, methods, and materials that would lead to pupil success, and to constantly monitor their own behavior.

A wide range of materials was bought, studied, and utilized in the individual and group sessions. The wealth of ideas, highly stimulating content, and appealing presentations of the materials left only the trainee's insightful application of them to the individual child's program.

In addition to the commercially prepared kits, programs, and equipment, the trainees were expected to create their own teaching aids, to pool teaching methods and ideas, and to explore teaching materials and ideas being used in the practicum sites. This phase of instructional

preparation was especially recognized as a need area in lieu of the population being worked with.

Much emphasis in instruction was placed on a language development training philosophy in both individual and group sessions. Vocabulary development, receptive and expressive language, and concept development were stressed as needs of a majority of the referrals. The prime concern was for the children to verbalize, to practice use of the linguistic transformations intact or developing. The second concern was that verbalization be utilized in a natural setting such as within the regular classroom where the children's activities and surroundings afforded a place for a tool (language) to be developed and employed as effectively as crayon and paper.

Group teaching experience in the regular classroom created outstanding learning opportunities for children, trainees, and practicum site staff. The exposure and experiences of dealing with the regular class teacher as well as children, proved both enlightening and rewarding. Many informal in-service seminars were presented to the practicum staffs by the trainees, as they daily visited in the regular classroom and introduced materials, activities, and management procedures for the children in group sessions.

Self Contained Model

The Milton Avenue Preschool Handicapped Intervention Program was used as a practicum site. This federally funded early intervention for the handicapped demonstration program served exceptional children from six

months to four years of age in self-contained classrooms and through a parent involvement program. Children in this program demonstrated moderate learning and behavior deficits. Exceptionalities included sensory, physical, delayed learning and behavior. The program was divided between infants and toddlers. Trainers served as team teachers in this program and shared all of the teaching responsibilities with the special class teacher. This practicum offered the trainers experience with infants and young children diagnosed as exceptional and direct experience in a preschool special class. An abstract of the Milton Avenue Grant Proposal follows:

A. INTRODUCTION

1. Purpose and Scope

The Milton Avenue Handicapped Youth Services Project is designed to provide a comprehensive system of services for preschool children with developmental handicaps. The project focuses its effort not on the children with obvious physical or mental impairment but on the children with subtle developmental disabilities that would tend to grow into major learning problems in the normal school setting. These children have typically been kept in non-specialized preschool settings where these problems could not receive special attention: this project proposes a highly specialized remediation of their problems.

The Milton Avenue Project proposes to serve approximately thirty children from age 0 through 4. Full services will be made available for the children and their parents. Specific techniques and methods developed and shown effective in this program will be introduced throughout the preschool program in the Atlanta Public School System and will serve as a model for other private and public preschool programs.

2. Major Project Goal

The Milton Avenue Project will provide services for

approximately 30 children in its first year. These children, aged 0 through 4, will have been referred from Atlanta Public School and Model City day care centers and local health centers. The children will then be given an intensive program of perceptual, motor, social, self-help, cognitive, and language stimulation appropriate for developmentally handicapped preschoolers. The expected outcome is that these children will overcome their disabilities and be integrated back into the regular day care setting. It is anticipated that their integration into the ordinary day care will be complete within 6 to 12 months for 85 percent of these children.

B. DESCRIPTION OF INDIVIDUAL PROJECT COMPONENTS

1. Population to be Served

This Milton Avenue Project will serve children from 0 to 4 years of age; first preference will be given to the younger children. These children will be selected from Atlanta Public School and Model City day care centers and from health centers. The health centers include Emory University Hospital, Grady Memorial Hospital, and Southside Comprehensive Health Center. The children accepted into the program must be diagnosed as exhibiting developmental handicaps. Most of the children will qualify for services under Title IV-A of the Social Security Act of 1967.

Referrals will made by teachers or pediatricians serving the children. Any preschool child in attendance at one of the day care centers mentioned above who exhibits evidence of being learning disabled or exhibits developmentally retarded behaviors may be referred. Referrals will be accompanied by a checklist designed by Colarusso which pinpoints maladaptive and inappropriate behavior patterns. The director will screen all referrals. Only those children with mild or moderate handicaps will be accepted.

2. Curriculum Design

The curriculum will be highly intensive and individualized. Instruction is designed to go beyond the normal day care program

and to attack the specific learning handicaps that the children exhibit. Each group of ten children will be served by one teacher, one aide, one student aide, and one or more interns from the Georgia State University Department of Special Education. Instruction will follow an individualized program designed to meet each child's needs. Thus, cognitive, emotional, physical, and language development will all be stressed. All instruction will be more highly problem-specific than a regular day care center has available.

3. Parent-Family Participation

The project will work cooperatively with each child's parents. Parents will be directly contacted on a regular basis and will be invited to attend several classes on child growth and development. Home visits will be made by the project's instructional staff to teach parents educational techniques which have been proven to be effective, with the use of videotape the parents will be given the opportunity to view their child learning while being instructed by a project teacher. In this way the parents will be shown the effectiveness of various teaching techniques which they can adapt for use at home. Educational toys and materials will be lent to parents so that the parents can effectively continue the educational process while the child is at home.

4. Assessment of the Children's Progress

Through the intensive remedial programs each child should be successfully integrated into the mainstream of the educational program. This long range goal will be measurable only after a considerable period for any given child who has been integrated into the day care program. Instead of relying solely on long term evidence of the children's progress, penultimate evidence of their progress will be gathered by use of the Bayley Developmental Scale or Stanford-Binet Intelligence Test. These scales and a developmental checklist will be given to each child as he enters the program and at least every six months after that date. The gains the children exhibit on the scale will be examined for evidence of progress in overcoming their developmental handicaps.

SEMINARS

Two types of seminars were attended by the trainees as part of the program requirements. These seminars offered information for broadening one's professional knowledge and for in-service training.

One type of seminar included outstanding lectures sponsored by various departments of the university, speakers to the Student Council for Exceptional Children Chapter meeting, professional educational conferences, and on-campus workshops. The other type of seminars were in-house seminars held each Monday that dealt with practicum problems and procedures in which the trainees needed additional direction or information.

These seminars also covered a number of areas as follows and included discussions, presentations, and demonstrations by professors, educational specialists, graduate students, and trainees. Samples of some seminars follow:

Demonstrations:

Demonstration of the DUSO Curriculum
Dr. Brenda Galina
Department of Early Childhood Education
Georgia State University

Speech Development and Modeling Activities
Ms. Jessie Bell
Trainee in Project

Use of the Goldman Fristoe-Woodcock Auditory Discrimination Test
Dr. Forrest Umberger
Department of Special Education
Georgia State University

Demonstration of the Distar Curriculum
Ms. Carolyn Schneider
Educational Specialist, Distar Curriculum

Demonstration of Home-Made Materials and Workshops
Ms. Ossie Thomas
Project Supervisor

Video-Tape Instructional Sessions used as Case-Study Presentations, Instructional Methods Sessions, and Teacher Self-Monitoring Sessions Presented by All Trainees in Project

Discussions:

Formal Assessment Procedures

Interpreting Test Data in Relation to the Preschooler's Functional Abilities

Developing Prescriptive Teaching Plans for Individual Children

Using the Task Analysis Procedure

Handouts used in Discussion Sessions

1. Maturational Schedules (Gesell, et al.)
2. Speech Development and Modeling Activities Suggestions
3. Guidelines for Group Instruction
4. Format for Writing Examination Summary Reports
5. Guide to Community Service Agencies for Atlanta
6. Criteria for "A Good Toy"
7. Toys and Play Equipment for Children of Different Ages and Stages
8. Common Communicable Diseases of Children Guide
9. Flander's Summary of Categories for Interaction Analysis
10. Guide to Directing Assistants and Aides

Presentations:

Dr. Marigene Duff: Emory University	Language Development
Ms. Arlethia Elliott: Project Supervisor	Cultural Differences
Mr. Dick Logan: Practicum Coordinator	Speech Correction
Dr. Ron P. Colarusso: Director, Teacher Training Project	Flander's Interaction Analysis System

Mr. Joseph E. Fisher: Consultant Ohio Division of Special Education and Ms. Ann L. Decker: Consultant Lancaster, Ohio City Schools	Informing, Educating, and Training Parents: A Systematic Approach
Ms. Pat NeSmith: Project Supervisor	Parent Program Presentation "Teach Your Child to Talk"
Mr. Herb Nash: Director of Special Education State Certification	State Certification for Special Education
Dr. Roger Blue: Georgia Association for Mentally Retarded Citizens	Sex Education of Mentally Retarded
Dr. Melvin Kaufman: Georgia State University	Special Education in Scandinavia
Dr. Paul Torrance: University of Georgia	Helping the Gifted Explore the Future
All Trainees in Project:	Curriculum Materials Presentations Language Master Equipment Gotkin Language Lotto Bank Street Early Childhood Discovery Kit Far West Laboratory Material First Talking Alphabet Milton Bradley Language Pattern Sets Motor Skills Development Lab Instructo Sequencing and Categorizing Set Developmental Learning Materials GOAL Minskoff-Wiseman-Minskoff Program Dubnoff Materials

Parent Involvement

Trainees participated in an ongoing parent involvement program at Grady Homes Child Development Center. This program had two major components: (1) A prevention program for parents of children up to age three, and (2) parent intervention workshops for parents of children from three to five years of age.

Prevention Program. A description and evaluation of the "Parent Intervention Program for Urban Children 0-3 Years of Age" which was funded through an Urban Life Grant from Georgia State University for the 1974-75 school year follows:

Department of Special Education

Georgia State University

Urban Life Project

"OVERVIEW"

PARENT INTERVENTION

PROGRAM

for

URBAN CHILDREN

0-3 YEARS OF AGE

1974-75

STAFF

DIRECTOR: Dr. Ron Colarusso

Coordinator: Mr. Richard Logan (to November)
Ms. Janie Ostuw (March to June)

Project Trainer: Mary Lou Caldwell

Graduate Research Assistant I: Patricia Peppin

Student Assistant (Secretary): Lynn McKinney

Video Technician: James McLesky

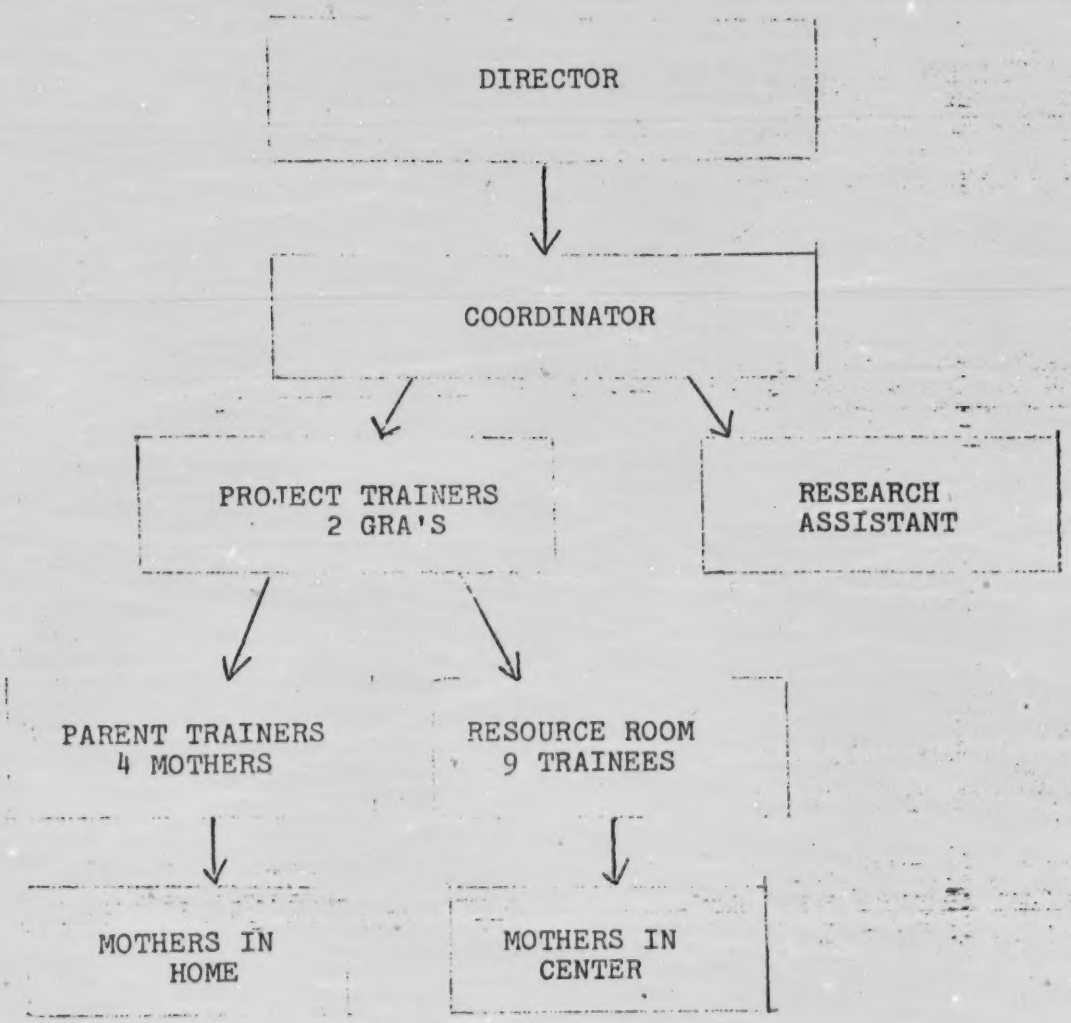
In Home Parent Trainers: Joanne Mitchell
Gloria Butler
Jeannette Love
Eloise Redding

Workshop Parent Trainers:

Sherry Elms	Adrianne Martis
Kathie Frank	Nellie Elesby
Kearsley Doughty	Eunice Leslie
Ellen Warady	Betty Phillips
Dena Shessel	Julie Shapero
Mary Beth Fennell	
Sharon Fitzgerald	
Donna Loper	
Gwen Atkinson	

Toy Lending Librarian
and Maintenance: Annie Dawson

ORGANIZATIONAL STRUCTURE



PARENT INTERVENTION PROGRAM (PIP)

TITLE: Parent Intervention Program for Urban Children 0-3 Years of Age.

PURPOSE: To prepare parents so that they might stimulate development in their children at as early age as possible.

POPULATION: Children (0-3 years of age) and their mothers and fathers, too, where possible, from economically deprived areas within the greater Atlanta urban environment. The largest population will come from the Grady Homes Area.

RATIONALE: Research points out that the early formative years are the most valuable periods of development in a child's life. Many child-development experts recognize the first five to six years of a child's life as representing the period of highest potential in physical, perceptual, linguistic, cognitive, and affective growth. Benjamin Bloom states that development in the early years provides the base upon which later development depends.

Early intervention with children who have potential development lag is the most promising and by far is the most cost-effective method of eliminating later learning problems. Mothers are and can be teachers of their children and can be change agents for family. Early intervention may prevent or reduce the severity of potential handicapping conditions and result in developmental gains.

RESPONSIBILITIES OF STAFF

The Coordinator will:

1. Coordinate the total program.
2. Provide and superivse regular training instruction for the Project Trainers and Parent Trainers.
3. Plan and supervise the development of the training modules.
4. Plan and supervise the development of the curriculum.
5. Review all programs planned by trainers.
6. Critique all video tapes of training and demonstration.
7. Assess the performance of Parent Trainers by observation.
8. Act as program advocate with Grady Housing Authority and community.
9. Account for time of trainers, programs, and evaluations.
10. Prepare a final evaluation report to funding agent.

Project trainers will:

1. Assist Coordinator in developing training modules.
2. Provide training and assign tasks for all parent trainers.
3. Conduct training programs with small and large groupings.
4. Assist trainers in establishing goals and objectives for each teaching activity.
5. Rate trainers weekly.

Parent trainers (mothers and RR trainees)

1. Act as a laision between the project and the home and the center.
2. Involve parents in appropriate goal setting for themselves and their children.
3. Evaluate educational needs of individual children with assistance from the coordinator and Project Trainer.
4. Select activities for children based on need.
5. Secure appropriate materials for learning activity.
6. Teach activity to mother through demonstration or some other appropriate techniques once a week.
7. Motivate parents to carry out home assignments during the absense of the trainer.
8. Keep accurate and appropriate records on the parents and children.
9. Promote positive feelings in teaching and learning and helping the mothers to promote such feelings within her children.
10. Measure the childrens' pre and post skills ability as well as the mother's attitude behavior.
11. Assist mothers in developing teaching materials from objects found in and around the home.

Parents are responsible for:

1. Teaching the assigned task for 15 minutes each day.
2. Observing and raising questions about activities.
3. Giving feedback to Parent Trainers about activities, progress of the child and any problems relating to teaching.

Research Assistant will:

1. Assist development of activities.
2. Collect and handle data from records.
3. Serve as librarian for Toy Lending Library.

PROCEDURES: The procedures are as follows:

1. Parents will be trained weekly by the Coordinator and Project Trainers.
2. Each parent trainer will administer a pre and post test of the Learning Accomplishment Profile and a portion of the Slosson Intellignece Test to each child and a behavior scale (to be determined) to each mother.

PROCEDURES (cont'd):

3. General skill areas that will be emphasized are: perceptual/motor, language/cognition and social/self help.
4. Parent trainers, with the coordinator and Project Trainers, will select appropriate lessons with objectives and activities from 3 levels of involvement for deficit skill areas.
5. Parent Trainers will use various techniques-role playing, demonstration, video taped critiques-in teaching mothers ways of working with their children.
6. Parent Trainers will keep weekly logs on both mother and and child as to progress of teaching and learning.

There are two types of treatment(1) In the home and (2) In the center.

In the Home:

1. Parent Trainers (mothers) will instruct mothers of children from 0-3 years of age in their home.
2. Parent Trainers will administer a pre and post test on the Learning Accomplishment Profile and a portion of the Slosson Intelligenge Test and a behavior scale (to be determined) to the mothers.
3. Instruction will be given once a week by the Parent Trainer in activities of need as determined by test results.
4. Parent Trainers demonstrate the activities while the mother observes and then the mother is asked to demonstrate the teaching to the child while the Parent Trainer observes.
5. Mothers are left with a lesson of the activity and necessary materials to carry out the assignment and is expected to teach the activity to her child 15 minutes a day.
6. Parent Trainers check weekly the previously assigned activity before introducing a new activity to the mother.
7. Mothers are taught by the Parent Trainer how to make materials from items found in the home to help teach activities.
8. Parent Trainers keep data on progress of child and mother through checklists designed by the Project.

In the Center:

1. Mothers of children from 0-3 years of age will come to the Grady Homes Child Development Center for instructions.
2. Parent Trainers (trainees) will administer a pre and post test of the Learning Accomplishment Profile

and a portion of the Slosson Intelligence Test to the child and a behavior scale (to be determined) to the mother.

3. Instruction will be given once a week at the Center on areas of need as determined by test results.
4. The Parent Trainers will demonstrate the activity with the child while the mother observes.
5. Each demonstration will be video taped and critiqued by the trainer and parent.
6. Mothers are assigned the lesson that has been demonstrated for her to use with her child 15 minutes each day.
7. Progress for success is checked on each preceeding week's lesson before a new task is assigned.
8. Mothers will be taught by the Parent Trainers how to make materials from items found in the home to help teach activities.
9. Parent Trainers gather data from child's gains and mothers understanding by using checklists designed by Project.

TOY LENDING LIBRARY

The Toy Lending Library will be used in two ways: (1) As incentives to parents (2) and as a teaching aid for activities.

As incentives for parents: When a mother has completed two consecutive weeks of teaching, she may select two toys from the library to use for a week with her child in whatever manner she sees useful.

Teaching aid for activities: The Parent Trainer will select a toy to demonstrate or use in her teaching of an activity with the mother.

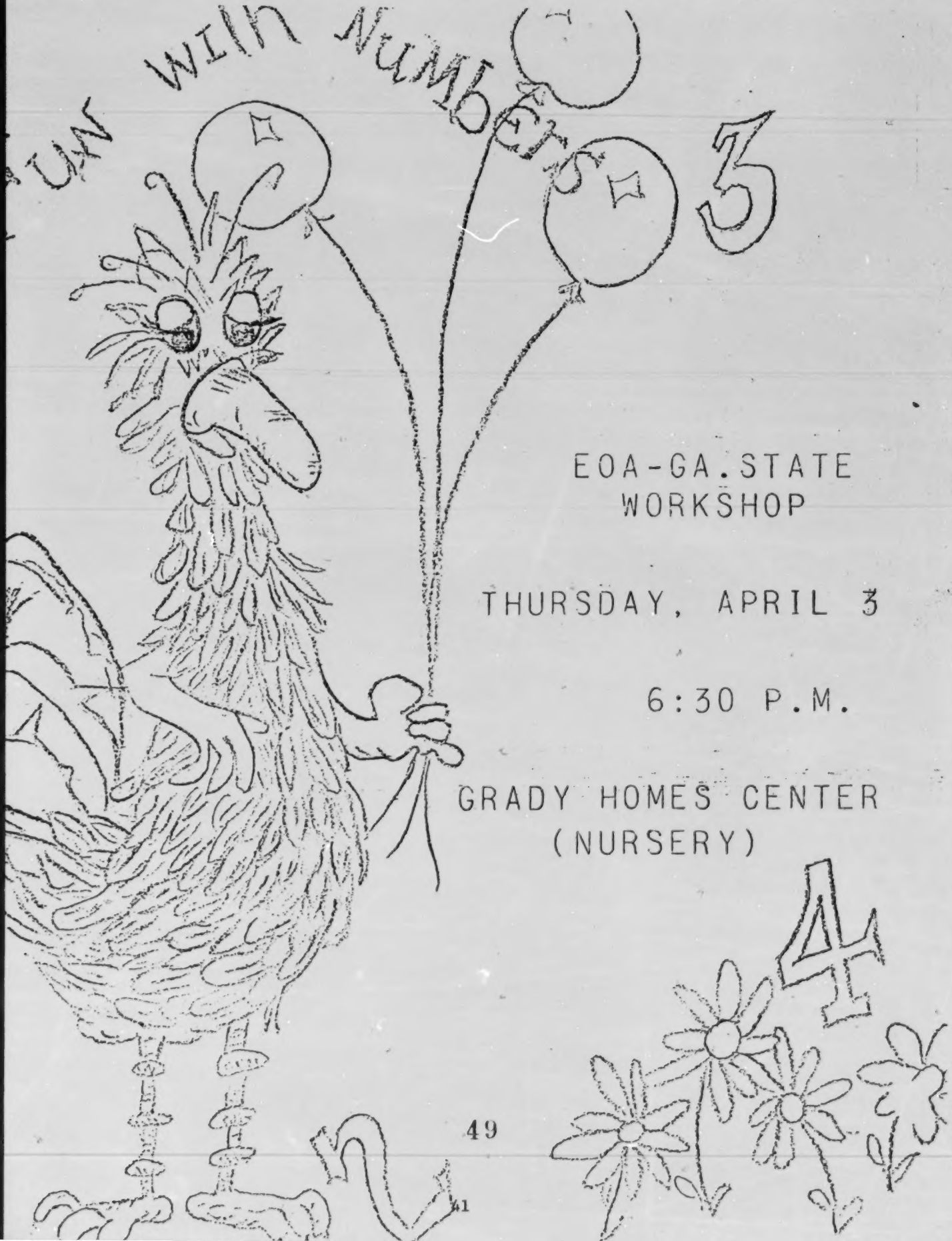
TOY LENDING LIBRARY

DESCRIPTION: The Toy Lending Library will be used in two ways: (1) as a teaching aid for the activities and (2) as an incentive for parents.

PURPOSE: The Toy Lending Library is designed to be used as a resource for materials to be used in the weekly teaching session. Toys will be used as the medium for teaching.

DIRECTIONS FOR USE:

1. Parent Trainer will select toy that the specific activity suggests.
2. Parent Trainer will demonstrate the activity using the toy in the training session.
3. Parent Trainer will demonstrate the activity to the mother using the toy as well as observe the mother teaching the child the activity with the toy.
4. After 4 consecutive lessons, the mother may choose a toy or game from the Toy Lending Library to use with or for her child or children.



EOA-GA. STATE
WORKSHOP

THURSDAY, APRIL 3

6:30 P.M.

GRADY HOMES CENTER
(NURSERY)

April 7, 1975

Dear Parents,

The learning materials workshop last week was a great success. We hope the parents who participated enjoyed it as much as we did. For those who could not attend, ask your friends to show you what they made.

This week's workshop will be on the language development of children, and it should be very helpful to you when working with your child at home. The meeting will be April 10th at 1:30 in the Grady Homes Child Development Center.

COME JOIN THE FUN - - - - - - - - - - BRING A FRIEND!!

See you then,

EOA-Ga. State
Workshop Staff

April 7, 1975

Dear Parents,

The learning materials workshop last week was a great success. We hope the parents who participated enjoyed it as much as we did. For those who could not attend, ask your friends to show you what they made.

This week's workshop will be on the language development of children, and it should be very helpful to you when working with your child at home. The meeting will be April 10th at 1:30 in the Grady Homes Child Development Center.

COME JOIN THE FUN - - - - - - - - - - BRING A FRIEND!!

See you then,

EOA-Ga. State
Workshop Staff

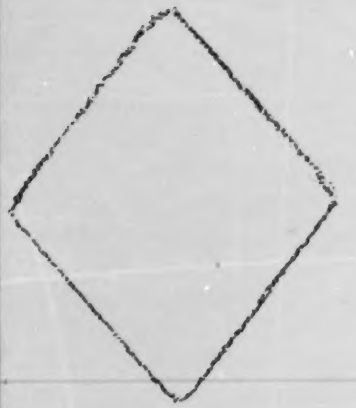
SHAPES

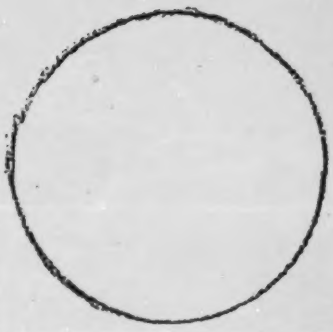
COME TO THE WORKSHOP

BRING A FRIEND

Thursday, April 17

6:00 p.m.





December 31, 1974

Progress Reprot for Urban Life Center Project 7475-6

Fall Quarter 1974

Parent Intervention Program for Urban Children 0-3 Years of Age

Dr. Ron Colarusso
Department of Special Education

By the middle of December the following occurred:

1. Parents of 23 children have actively been participating in the intervention program on a regular basis.

2. Seventeen additional parents have been scheduled to participate and are being integrated into the ongoing program.

3. Three mothers from the community are serving as parent trainees in the home based program, while the nine student interns are participating in the center based program.

4. The toy lending library is set up at the Grady Homes Day Care Center and is being used heavily. Mrs. Dawson, an elderly woman from the community, volunteers her time and serves as librarian.

5. The Grady Homes Child Development Head Start Program has been expanded to include children from other congruent neighborhoods. Parents of these children will be contacted and invited to attend the program.

6. Mr. Norman, the principal of Butler Elementary School, the public school in the neighborhood, is actively involved in the program. His role is to contact parents and coordinate the workshops.

7. The time table shown in the previous reports is being followed.

8. It appears that the program will soon be serving more than originally estimated. Requests for right to participate by parents of four-year-old children have been received.

9. The cooperation of the Atlanta Child Development Head Start personnel has been most helpful.

April 2, 1975

PROGRESS REPORT FOR URBAN LIFE CENTER PROJECT 7475-6

Winter Quarter 1974

Parent Intervention Program for Urban Children 0-3 Years of Age

Dr. Ron Colarusso
Department of Special Education

By the end of March the following occured:

1. Parents of 32 children are actively participating in the in-home intervention program on a regular basis.

2. The Atlanta Child Development Head Start EOA has made formal commitments to this parent program. The in-center program has been expanded to included all parents of children within the Grady Homes Center. This increases the age from 0-3 to 0-5 years.

3. The head start teachers and staff are actively participating in the workshops.

4. The number of parents attending the workshops is growing rapidly (approximately 50 per session at last workshop).

5. With the public school (Mr. Norman, Principal, Butler School) and EOA Head Start cooperation (teachers and central staff), the program is rapidly improving.

6. The program is serving approximately 85 parents and growing.

IN HOME PROGRAM EVALUATION

Included is a summary of evaluations completed by parent trainers during the first month of the program and the final month of the program. Also included is a summary evaluation of the program by 31 of the 35 parents who participated in this segment of the program.

SUMMARY

Educational Needs Assessment*

	1 poor	2 fair	3 good	4 very good	5 excellent
1. Parent's Relationship to Home Visitor	X			O	
2. Parent's Provision for Child's Emotional Needs		X	O		
3. Parent's Skill in Managing Child's Behavior		X O			
4. Parent's Use of Language With Child	X		O		
5. Parent's Ability to Organize Child's Environment		X	O		
6. Parent's Teaching Style	X	O			

X pre test (October, 1974)

O post test (May, 1975)

*Indicates summary (mean) of ratings on parents (N=35) who participated in the In Home program. Completed by parent trainers.

PROGRAM EVALUATION

		Agree	Disagree
1.	The program helped me to work with my child at home.	31	0
2.	The lessons were enjoyable.	27	4
3.	I enjoyed spending time each day playing with my child.	24	7
4.	My child benefited from this program.	30	1
5.	The project trainer presented the lessons in good way.	22	9
6.	Once a week was a good time for the lessons.	28	3
7.	I liked the trainer coming to my house.	20	11
8.	The program should be continued.	30	1

Thirty-one of the thirty-five parents completed the program evaluation.

Workshop Parent Training Program

PARENT EVALUATION

	Agree	Disagree
1. The topics covered were useful to me in working with my children.	35	7
2. I enjoyed making toys and activities for my child.	41	1
3. The demonstrations were useful in explaining the use of materials.	36	8
4. The workshops helped me to use new ways to discipline my child.	22	20
5. I better understand how children grow and develop as a result of the workshops.	38	4
6. I learned new community sources for help from the workshops.	22	20
7. The workshops should be continued.	42	0

A total of 53 different parents attended the workshops over the project time period. The average attendance was 28. Of the 53 parents, 42 completed the evaluation form.

Parent Workshops. The parent workshops were joint efforts of the Project and practicum site staffs. The trainees planned, and presented Friday and Saturday morning workshops for all parents interested in attending, whether or not the parents had children receiving resource room assistance. Target child population was three to six year olds. The purposes for the parent workshops were the following:

1) to acquaint parents with the supportive services available to their children provided through the resource program.
2) to demonstrate to parents how daily home activities can be effective teaching - learning experiences.
3) to demonstrate how cooperative efforts of all teachers assist the child to maximize his potentials.
4) to provide opportunities for parents to make simple teaching activities for their child's home instruction with the assistance of resource personnel.
5) to provide opportunities for resource personnel to discuss the needs of the child with the parent and to demonstrate effective teaching aids in a language that parents could understand.

The preliminary procedures involved the coordinator initiating contact with the regular teachers in the Grady Homes Center and the Butler School to ascertain their cooperation in communicating to parents the purpose for the workshop and to secure teachers' assistance in demonstrating teacher - made manipulative activities useful for the child's concept development.

Letters were mailed and invitations to the workshop were hand delivered by the children informing the parents of the workshops.

Trainees decided upon an area for which each would present two activities: the first, a formal demonstration; the second, an informal instruction of a take-home activity. Attention was given to present those activities for which simple home objects could be used in construction. The general areas of gross motor, fine motor, ordering, classification, and seriation were demonstrated and parents were provided hands - on experiences for the purposes of learning how to construct a particular activity which they selected for use with their child.

The activities were purposively kept at a very low key to afford the parents an opportunity to feel that the program was for them and their success in constructing activities was of the ultimate importance.

Formal presentations were made by the trainees at the first workshop; the second workshop was devoted to small groups working on various projects about which parents expressed a desire to learn. The teachers of the Grady Homes Center were most cooperative and provided creative ideas that parents were eager to try in their homes.

A sample of two workshops planned by the trainees under the direction of Ms. Arlethia Elliott follows:

PARENT WORKSHOP

"Sharing Ideas and Activities"

Saturday Morning 8 a.m. - 12 noon

May 11, 1974

8:00 - 8:30		Registration Name Tagging Koffee Kupping
8:30 - 9:00		Slide Presentation Program Activities
9:00 - 10:30		Demonstration of Activities Resource Teachers
	Language	Mrs. Chang
	Reasoning	Mrs. Fraser Miss Kay Mrs. Scantland
	Readiness	Mrs. Granger Miss Stromberg
10:30 - 11:30		Hands - On Activities Resource teachers will assist parents in making activities to use at home.
11:30 - 12:00		Evaluation Parents may use this time for individual conferences and to share.

PARENT WORKSHOP

"Sharing Ideas and Activities"

Saturday Morning May 18, 1974

8:00 - 8:30 a.m.		Registration Name Tagging Koffee Kupping
8:30 - 10:30		Sharing Ideas
	Alphabet Bingo	Mrs. Gordon
	Likenesses and Differences	Mrs. Elesby
	Motor and Rhythm	Mrs. Johnson Mrs. Bacote Miss James
	Home-made Fun	Mrs. Thomas
	Box Games	Mrs. Elliott
10:30 - 11:30		Switchboard Sessions Parents may switch tables to collect ideas for use at home. Parents who wish to share ideas may demonstrate activities.
11:30 - 12 noon		Wrap - Up Time Evaluation
12 noon		Dismissal

Evaluation Report of Parent Involvement Workshop

A parent workshop was planned by the trainees and Arlethia Elliott of the Early Childhood / Special Education Project.

The purposes for the parent workshops were the following:

1) to acquaint parents with the supportive services available to their children provided through the resource program.

2) to demonstrate to parents how daily home activities can be effective teaching - learning experiences.

3) to demonstrate how cooperative efforts of all teachers assist the child to maximize his potentials.

4) to provide opportunities for parents to make simple teaching activities for their child's home instruction with the assistance of resource personnel.

5) to provide opportunities for resource personnel to discuss the needs of the child with the parent and to demonstrate effective teaching aids in a language that parents could understand.

The preliminary procedures involved the coordinator initiating contact with the regular teachers in the Grady Homes Center and at the Butler School to ascertain their cooperation in communicating to parents the purpose for the workshop and to secure teachers' assistance in demonstrating teacher - made manipulative activities useful for the child's concept development.

Letters were mailed and invitations to the workshop were hand delivered by the children informing the parents of the workshop

on May 11 and May 18, 1974.

Trainees decided upon an area for which each would present two activities; the first, a formal demonstration; the second, an informal instruction of a take - home activity. Attention was given to present those activities for which simple home objects could be used in construction. The general areas of gross motor, fine motor, ordering, classification, seriation were demonstrated and parents were provided hands - on experiences for the purposes of learning how to construct a particular activity for which they selected for use with their child.

The activities were purposively kept at a very low key to afford the parents an opportunity to feel that the program was for them and that their success in constructing activities was of the ultimate importance.

Formal presentations were made at the first workshop by the trainees with the second workshop devoted more to small groups working on various projects for which parents expressed a desire to learn. The teachers of the Grady Homes Center were most cooperative and provided creative ideas that parents were eager to try in their homes.

The attendance on the first date was quite small which did not lend well for small group activities. All parents expressed regrets that more were not in attendance and promised to make others aware of the next week's activities.

The May 18th workshop attracted ten parents, seven teachers from the center, and eleven personnel from Georgia State University's Special Education Department. Parents were involved in the construction of take - home activities. Teachers and trainees assisted

parent's in discovering multiple uses for activities.

Parents were given a set of three faces marked 1 - 3 to be used in the evaluation of the workshop. They were instructed to return one face which would determine how worthwhile they felt workshop experiences had been in providing new ideas for use in their child's home instruction. The faces indicated a range from one to three to be determined as to the degree to which the workshop was beneficial.

1) Smiling face indicated the workshop was most beneficial and provided information useful for my child's home instruction.

2) Expressionless face indicated the workshop was somewhat satisfactory but only provided little help for me in assisting my child's home instruction.

3) Frowning face indicated the workshop was totally unsatisfactory and provided no help for parent with child. A perfect waste of time.

All faces marked were returned indicating that the workshop had been most beneficial. One parent wrote the following comment on a returned face, "This has been one of the most worthwhile workshops I've ever attended."

The following comments were expressed by the parents: "I would appreciate a workshop of the type weekly or monthly." "I would like to learn more about working with my child from people who are skillful in this area." "I would like training as a parent-teacher." "I shall share this information with my neighbors who could not attend today."

Teachers of the Center indicated that they would appreciate a closer working relationship with resource room personnel. They

expressed a desire to have weekly follow-up sessions of activities as a means of correlating their work with new concepts children learn through activities of the resource program.

The following recommendations are offered for the success of future parent workshops.

1) There should be programs for parents planned at the beginning of the term to introduce services to new parents.

2) There should be more contact between resource room teachers and parent groups to provide parents with on-going ideas concerning their child' s home instruction.

3) Sharing - idea sessions could be planned during the year to provide Center teachers with valuable reinforcement activities.

4) Limited home visitations should be accomplished to provide resource teacher with information of the child's environment which would make individual teaching activities more personalized and meaningful.

5) Parent workshops whould be maintained on a low-key basis to avert the feeling of overwhelming that might develop if too many activities are presented with explanations that may not easily be understood by the parents.

6) When possible, the child's regular teacher should be included in some phase of the workshop activities. This would model cooperation between Center personnel and resource staff which is essential when working with parents who identify first with Center personnel.

7) A newsletter to parents after each workshop would provide additional information for use in home instruction.

Submitted by

Arlethia H. Elliott

Project Staff

The Practicum-Based Teacher Training Program quickly became labeled 'The Project,' a term which usually referred to the practicum aspect of the training. The skeletal organization of the project was composed of a director, practicum coordinator, supervisors, a research assistant, a secretary, and the core of teacher trainees.

The director who was also the university coordinator of the training program oversaw and directed the total operation of the program - formal instructional preparation, practicum, and evaluation.

The practicum coordinator, a doctoral level student, served as the liasion between the university personnel and the directors or principals in the practicum sites. His duties involved overseeing the practicum experiences, directing the supervisory personnel, and planning for seminars and workshops. The coordinator was also responsible for dissemination of program information, for coordination with the Parent Involvement Program, and for assisting in evaluation activities. He was responsible for calling staff meetings as needed.

In the practicum sites the trainees were assisted by master-level and doctoral-level students who had taught, supervised, and shown particular interest in the service delivery area of education. These supervisors, assigned on a full time arrangement, supported the program operation and evaluated trainee growth. The duties of the supervisors included the following:

1. Serving as liasion with practicum site officials and assistant

project director

2. Giving guidance and supervision daily, 8-12:00 for trainees assigned to the practicum site
3. Assisting trainees in assessment, instruction, and evaluation skills development
4. Coordinating time schedule and activities of the resource room with that of the practicum site
5. Assisting the trainees in planning resource room schedules and child staffings throughout the year
6. Conducting periodic internal seminars as needed by the trainees
7. Formally evaluating each trainee twice a week and reviewing the evaluatory remarks with that trainee
8. Securing supplies and materials from the Project Library and pooling requisition orders from the trainees
9. Serving as a support for the trainee in parent and teacher conferences
10. Maintaining a file on center activities, trainee observations, evaluations, and conferences
11. Attending and giving feedback at each staff meeting with the director, assistant director, and research assistant
12. Reviewing test results, lesson plans, and progress and conference reports trainees prepare
13. Assisting with and participating in the parent involvement program activities in the center
14. Directing any personnel or operational problems and concerns to the assistant project director for assistance

The research assistant, a post-master's level student under the immediate direction of the director, managed the research data compiled on pupil performance and assisted the director in its interpretation and publication.

The secretary, also a university student, managed the record keeping, budget, and maintenance of equipment and supplies for the project operation.

University Personnel. The departments cooperating in this program represent an excellent corps of individuals who have worked with infant, education, parent education, various handicaps, program organization, community and school cooperation.

A. Special Education:

The Department of Special Education is composed of eighteen faculty. Dr. Vergason presently serves on the advisory committee for the Early Childhood Education Program for the Handicapped at the University of North Carolina. Dr. Lucito was responsible for one of the first Early Childhood programs for the handicapped which he started under a federal grant at the University of South Florida.

B. Early Childhood Education:

The Department of Early Childhood Education is composed of twelve faculty. This department has many strengths and some indication of those most important to this grant are shown for each person.

Dr. JoAnn Nurss is a member of the Georgia Governor's Early Childhood Task Force and Coordinating Editor for Harcourt, Brace, Co. Early Childhood Achievement Tests. Dr. Walter Hodges is a past director of the National Leadership Training Institute in Early Childhood and a sponsor of a Follow Through Model. Dr. James Young was a regional director for Project Head

Start and is an evaluator for Project Follow Through. Dr. Gary Weld worked on Ira Gordon's Early Childhood Parent Involvement Model.

C. Director: Ronald P. Colarusso, Ed.D. 1971, Temple University, Time Commitment 100%. It was his responsibility to plan and coordinate this training program at Georgia State. His responsibilities for the 1971-1972 planning year were as follows:

1. Determination of skills and knowledge of the faculty members within the two departments and the School of Education which could be available to such a training program.
2. Conducting activities within both Departments which would increase the Department of Special Education's understanding of Early Childhood Education and which would increase Early Childhood's faculty's understanding of handicapped children.
3. Developing an extensive bibliography in the area of Early Childhood Education of the handicapped.
4. Inventory the content of the Special Education courses to determine what emphasis exists on Early Childhood, to bring about changes and a re-emphasis of the content in this area, and to conduct a like activity in the Department of Early Childhood Education.
5. Teaching on a pilot basis to develop syllabi, determine content as they relate to this program and devise new courses where needed.
6. Working with Georgia State University faculty, Atlanta area colleges, and community agencies for the recruitment of students.
7. Developing mechanisms to organize and coordinate this program within the School of Education.

8. Determining the competencies necessary for these preschool specialists and means for training and evaluating them.
9. Selecting and constructing evaluation devices for the program.
10. Establishing a job market for graduating students by working with local systems toward the realization that serving children at this level has many benefits for the children and the system.
11. Specifically developing the content for the area of the potentially non-handicapped.
12. Visiting other programs in the nation to determine the status of programs at other universities, and also in other school systems.
13. Establishing relations with agencies and centers to determine the best parent involvement approaches in the educational process.
14. Working with the Atlanta Public Schools to set up a Pilot Practicum Setting for the program to operate in the 1972-73 year.

Additional responsibilities for the pilot and prototype years include:

1. Advise the student in this program and determine a course of study depending upon individual competencies.
2. Coordinate and supervise the practicum part of the program.
3. Teach courses in this area.
4. Evaluate and modify course content, training program, and evaluation devices.
5. Prepare for the 1973-1974 Prototype Program.
6. Devise a doctoral level program in this area.

Advisory Board. The eleven advisory board members (named below) were selected for their professional expertise and resourcefulness, consultancy experiences with similar training programs, and availability in assisting and guiding the teacher training program functions.

Represented on the board were university faculty, public school personnel, community service representatives, and parents.

ADVISORY BOARD MEMBERS

Dr. Boyd McCandless
Director, Developmental Psychology
Emory University

Mr. Oscar Boozer
Director, Special Education Services
Atlanta Board of Education

Mr. M. C. Norman
Principal, Butler Elementary School

Mrs. Susie LaBord
President, Grady Homes Parent Association
Grady Child Development Center

Mrs. Jackson
Parent, Grady Homes Project

The following members are from Georgia State University
University Plaza
Atlanta, Georgia 30303

Dr. Joanne R. Nurss
Associate Dean, School of Education

Dr. Glenn A. Vergason
Chairman, Department of Special Education

Dr. Walter L. Hodges
Chairman, Department of Early Childhood Development

Dr. R. Wayne Jones
Professor, Department of Counseling and Psychological Services

Dr. Melvin E. Kaufman
Professor, Department of Special Education

Dr. John W. McDavid
Professor, Educational Foundations Department

TRAINEE EVALUATION

A major component of this Teacher Training Program at the Preschool level was that its program was performance based. A performance based program is one in which the competencies of the students and the criteria to be applied in assessing the competencies of the teacher-trainee are stated. The trainee was held accountable for meeting these criteria. In general, the criteria used in evaluating the program were two-fold: Knowledge criteria were used to gauge the student's cognitive understanding; and Performance criteria were employed to assess teaching behavior. Each area will be discussed separately.

Knowledge Criteria

Knowledge criteria were evaluated through specific course assignments and projects, course examinations, seminars, and a comprehensive examination at the end of the program. Some of the specific competencies to be evaluated were:

1. Completing a sequence of study in child growth and development.
2. Completing a sequence of study in learning methods.
3. Describing the etiological, psychological, educational, sociological, and vocational aspects of the traditional categories of exceptionality.

4. Evaluating traditional and current approaches to defining and teaching handicapped children.
5. Explaining the relationship between the goals of regular and special education.
6. Explaining implications of cultural differences for educational practice.
7. Explaining the rationale for various types of special education services.
8. Explaining major historical and philosophical contributions to current practice.
9. Identifying and analizing educational issues.
10. Evaluating the relevance and adequacy of available information with respect to a given issue or problem.
11. Listing and evaluating potential solutions to an educational problem.
12. Evaulating the appropriateness of resources; primary, (e.g., texts, journals, etc.), secondary (e.g., ERIC, card catalogs, educational and psychological indexes) and people for solving educational problems.
13. Using both primary and secondary resources to solve information retrieval problems.
14. Critically evaluating research in terms of design, data analysis, conclusions, and educational implications.
15. Completing a sequence of study of the knowledge base in the academic content areas.

16. Completing a sequence of study of curriculum theory, development, and implementation.

Table I includes a summary of the courses taken by the students and the number receiving specific grades. In addition to passing course work, trainees were required to pass a final written comprehensive examination. All trainees successfully passed this comprehensive examination.

Table I

Grades Earned by Students in Specific Courses

Course Title	Number of Students Receiving a Grade			
	A	B	C	F
SPE 601	12	7		
SPE 632	21	1		
SPE 736	12	11	1	
SPE 652	25			
SPE 637	11	13		
SPE 838	10	4		
SPE 766	19	5	1	
SPE 767	21	2		
SPE 768	18	7		
SPE 836	7	2		
DEC 645	13	4		
DEC 627	6	2		
DEC 855	13	1		
DEC 747	4	1		
FED 790	12	8	1	
DEC 701	1			
DEC 748	2			
SPE 811	1			
DEC 646	3	1		
FED 753	2	3		
FED 831	1			
SPE 896		1		
SPE 876	5			
SPE 681	1			

	A	B	C	F
ED 603		1		
ED 607	1			
DEC 755		1		
DEC 670	3			
SPE 816	1			
SPE 857		1		
SPE 644	1			

Performance Criteria

Performance competencies were evaluated under 4 areas of Performance modules: (1) Assessment of pupil performance, (2) Instructional Techniques, (3) Classroom management, (4) Interpersonal skills. The actual evaluation of the specific competencies expected was carried out in the practicum setting.

(1) Assessment of Pupil Performance. Both formal and informal diagnostic techniques were employed by the students in the assessment of individual children. Some of the competencies to be evaluated were:

a. Use both formal and informal assessment devices (i.e., ITPA, DTVP, WRAT, SIT, IRI, etc.).

b. Evaluate specified assessment devices.

c. Record pupil behavior change utilizing at least two different systems.

d. Assess pupil learning styles on a variety of specified dimensions.

e. Describe specific pupil performance levels, state instructional goals, establish priorities for teaching, and write behavioral objectives in the psychomotor, language, cognitive, and affective domain.

(2) Instructional Techniques. Instructional skills were demonstrated in the practicum setting. Some of the competencies that were evaluated in this area are listed. Check lists were kept on each student by the Master teaching supervisor. Credit

was given after a student successfully demonstrated the following competencies:

a. Analyze instructional material according to specific dimensions.

b. Given a specific instructional objective, and relevant entering pupil behaviors, student will develop appropriate learning materials.

c. Name several commercial materials one might employ to attain specified instructional objectives.

d. Formulate a comparative study of the effectiveness of instructional materials in attaining behavioral objectives.

e. Given a description of any desired pupil behavior, write a task analysis for that behavior.

f. Construct and implement an instructional sequence based on a task analysis.

(3) Classroom Management. Competencies in classroom organization and methods of management were evaluated. Management was also evaluated on a performance basis by the Master supervisor using checklists to evaluate the following competencies:

a. Articulate long term and short term goals regarding organization, management, and teaching.

b. Organize teacher and pupil environment to facilitate management and teaching.

c. Describe systems for reinforcing pupil behavior.

d. Assess pupils' reinforcement preferences.

e. Use positive reinforcers to change and maintain behaviors.

f. Manage pupil behavior to facilitate teaching and the attainment of any educational goal.

(4) Interpersonal Skills. Evaluation of interpersonal competencies must be done from a subjective point of view. Some of the tasks that the students were required to perform successfully were:

a. Evaluate in-service training provided.

b. Plan and conduct in-service training activity for regular teachers.

c. Use several instructional techniques in implementing in-service training activity.

d. Evaluate outcome of training activity.

e. Know formal administrative structure of the district.

f. Use support and supervisory personnel.

g. Cooperate with peers, supervisors, and subordinates.

h. Plan and conduct parent education program.

A student was expected to demonstrate acceptable performance in each area. Evaluation was performed at least twice a week by the practicum supervisor in an individual conference thus giving constant and immediate feedback to the trainee. Before each conference the supervisor completed the evaluation form included in Figure 5.

Figure 5

PRESCHOOL EARLY CHILDHOOD SPECIAL EDUCATION

GEORGIA STATE UNIVERSITY

EVALUATION FORM

Trainee:_____
Date:_____
Supervisor:_____

RATINGS: 1. Unsatisfactory; 2. Improving; 3. Satisfactory; 4. Outstanding
The trainee will be able to demonstrate her ability to:

I. ASSESSMENT

1. Administer formal tests: 1 2 3 4

2. Score and interpret results: 1 2 3 4

3. Assess informally: 1 2 3 4

4. Determine pupil performance level and establish priorities for teaching: 1 2 3 4

Summary:

II. INSTRUCTION AND MATERIALS

1. Write behavioral objectives for specific areas: 1 2 3 4

2. Perform a task analysis of major objectives: 1 2 3 4

3. Select appropriate instructional strategies and/or materials for specific behavioral objectives: 1 2 3 4

4. Implimentation of lesson: 1 2 3 4

5. Evaluation of lesson/Evaluation of objectives: 1 2 3 4

6. Modify formal and/or informal instructional materials to meet individual differences: 1 2 3 4

7. Individual and group management: 1 2 3 4

Summary:

III. PROFESSIONAL RELATIONSHIP

1. Work with peers: 1 2 3 4

2. Work with other teachers, supervisors, ect.: 1 2 3 4

3. Work with parents: 1 2 3 4

4. Use resources in an appropriate manner: 1 2 3 4

Summary:

Trainee_____ Supervisor_____

PROGRAM EVALUATION

At the end of their program, the trainees were asked to evaluate the content and usefulness of the program courses and practicum. Each course was evaluated along three parameters: 1. General Rating, 2. Contribution to practical teaching knowledge and skills and 3. Contribution to general professional knowledge. One year later the same students were asked to evaluate the program in relation to the practicum experience and general program value. The follow-up of the third year was not completed. These program evaluations will be presented by years in Tables 2 to 6.

Table 2

Evaluation of the Practicum Based Training Program

for Teachers of the Preschool Handicapped - 1972-73

Based on seven graduates (average ratings)*

(1) very high in value, (2) high in value, (3) moderate in value, (4) low in value, or (5) very low in value.

SPE 601: Exceptional Children and Youth	
General Rating	1.8
Rating for contribution to practical teaching knowledge and skills	2.2
Rating for contribution to general professional knowledge	1.6
DEC 627: Early Childhood Development	
General Rating	3.0
Rating for contribution to practical teaching knowledge and skills	3.0
Rating for contribution to general professional knowledge	3.0
SPE 637: Perceptual Motor Development and Disabilities	
General Rating	1.3
Rating for contribution to practical teaching knowledge and skills	1.5
Rating for contribution to general professional knowledge	1.7
SPE 632: Language Development and Disabilities	
General Rating	3.8

* Results are reported for courses taken by four or more students.

Table 2 - Continued

Rating for contribution to practical teaching knowledge and skills	3.8
Rating for contribution to general professional knowledge	3.5
SPE 736: Educational Assessment of Exceptional Children	
General Rating	1.8
Rating for contribution to practical teaching knowledge and skills	1.5
Rating for contribution to general professional knowledge	1.7
SPE 838: Behavior Modification of Exceptional Children	
General Rating	3.1
Rating for contribution to practical teaching knowledge and skills	3.3
Rating for contribution to general professional knowledge	3.0
DEC 855: Parent Involvement in Early Childhood	
General Rating	2.3
Rating for contribution to practical teaching knowledge and skills	2.2
Rating for contribution to general professional knowledge	2.3
SPE 652: Methods of Teaching Preschool Exceptional Children	
General Rating	1.9
Rating for contribution to practical teaching knowledge and skills	1.7
Rating for contribution to general professional knowledge	1.9

DEC 645: Analysis of Methods and Materials in Early Childhood Education

General Rating	2.5
Rating for contribution to practical teaching knowledge and skills	2.0
Rating for contribution to general professional knowledge	2.7

FED 790: Methods of Research in Education

General Rating	2.7
Rating for contribution to practical teaching knowledge and skills	2.7
Rating for contribution to general professional knowledge	2.0

FED 753: Education Measurement

General Rating	3.5
Rating for contribution to practical teaching knowledge and skills	3.5
Rating for contribution to general professional knowledge	3.5

SPE 766-767-768: Practicum in Special Education

General Rating	1.5
Rating for contribution to practical teaching knowledge and skills	1.4
Rating for contribution to general professional knowledge	1.6

Rate the degree to which the program contributed to your development in each area listed below (Rate: (1) very high contribution, (2) high contribution, (3) moderate condition, (4) low contribution, and (5) very low contribution).

1. Adapting planning and teaching to pupils of various abilities and age levels 1.6

2.	Informal and formal assessment of achievement levels	1.3
3.	Developing behavioral objectives	2.3
4.	Developing and sequencing learning activities	1.9
5.	Utilizing pupils responses during teacher learning sessions to adapt teaching	1.3
6.	Adapting teaching to individual differences within a group	1.4
7.	Guiding pupils in effective discussion and exchange of ideas	3.0
8.	Planning and integrating learning experiences around a major purpose or goal	1.4
9.	Involving pupils in cooperative planning and learning	2.3
10.	Relating learning activities to pupils' interests and experiences	1.3
11.	Administering, scoring, and interpreting tests for diagnosing learning difficulties	1.5
12.	Relating remedial methods and materials to various kinds of learning difficulties	1.5
13.	Applying behavior modification techniques	2.4
14.	Consulting and coordinating teaching or planning with other teachers	2.0
OVERALL TRAINING PROGRAM		1.6

Table 3

Evaluation of the Practicum Based Training Program

for Teachers of the Preschool Handicapped - 1972-73

Follow up One Year Later

Student Evaluation of the project after one year of teaching.

Practicum

General Rating 1.2

Practical value 1.2

Professional value 1.6

Overall training program 1.4

Five point rating scale. One (1) Excellent

Five(5) Poor

Table 4

Evaluation of the Practicum Based Training Program

for Teachers of the Preschool Handicapped - 1973-74

Based on eight graduates (average ratings)*

SPE 601: Exceptional Children and Youth	
General Rating	1.75
Rating for contribution to practical teaching knowledge and skills	2.5
Rating for contribution to general professional knowledge	2.0
DEC 627: Early Childhood Development	
General Rating	2.5
Rating for contribution to practical teaching knowledge and skills	3.0
Rating for contribution to general professional knowledge	2.0
SPE 637: Perceptual Motor Development and Disabilities	
General Rating	1.9
Rating for contribution to practical teaching knowledge and skills	2.0
Rating for contribution to general professional knowledge	1.9
SPE 632: Language Development and Disabilities	
General Rating	3.2
Rating for contribution to practical teaching knowledge and skills	3.2
Rating for contribution to general professional knowledge	3.0

*Results were compiled for courses taken by four or more students

Table 4 - Continued

SPE 736: Educational Assessment of Exceptional Children	
General Rating	1.75
Rating for contribution to practical teaching knowledge and skills	1.50
Rating for contribution to general professional knowledge	2.0
SPE 838: Behavior Modification of Exceptional Children	
General Rating	2.0
Rating for contribution to practical teaching knowledge and skills	2.0
Rating for contribution to general professional knowledge	2.0
DEC 855: Parent Involvement in Early Childhood	
General Rating	2.4
Rating for contribution to practical teaching knowledge and skills	2.4
Rating for contribution to general professional knowledge	2.8
SPE 652: Methods of Teaching Preschool Exceptional Children	
General Rating	2.0
Rating for contribution to practical teaching knowledge and skills	1.9
Rating for contribution to general professional knowledge	2.2
DEC 645: Analysis of Methods and Materials in Early Childhood Education	
General Rating	1.4
Rating for contribution to practical teaching knowledge and skills	2.0
Rating for contribution to general professional knowledge	1.6

Table 4 - Continued

FED 790: Methods of Research in Education	
General Rating	2.1
Rating for contribution to practical teaching knowledge and skills	2.5
Rating for contribution to general professional knowledge	2.0
SPE 766-767-768: Practicum in Special Education	
General Rating	1.2
Rating for contribution to practical teaching knowledge and skills	1.4
Rating for contribution to general professional knowledge	1.8

Rate the degree to which the program contributed to your development in each area listed below (Rate: (1) very high contribution, (2)high contribution, (3) moderate contribution, (4) low contribution, and (5) very low contribution).

1. Adapting planning and teaching to pupils of various abilities and age levels	1.5
2. Informal and formal assessment of achievement levels	1.3
3. Developing behavioral objectives	2.0
4. Developing and sequencing learning activities	1.6
5. Utilizing pupils responses during teacher learning sessions to adapt teaching	2.0
6. Adapting teaching to individual differences within a group	1.5
7. Guiding pupils in effective discussion and exchange of ideas	2.4
8. Planning and integrating learning experiences around a major purpose or goal	1.5

9. Involving pupils in cooperative planning and learning	2.6
10. Relating learning activities to pupils' interests and experiences	1.6
11. Administering, scoring, and interpreting tests for diagnosing learning difficulties	1.3
12. Relating remedial methods and materials to various kinds of learning	1.6
13. Applying behavior modification techniques	1.8
14. Consulting and coordinating teaching or planning with other teachers	1.9
OVERALL TRAINING PROGRAM	2.0

Table 5

Evaluation of the Practicum Based Training Program

for Teachers of the Preschool Handicapped - 1973-4

Follow up One Year Later

Student evaluation of the project after one year of teaching.

Practicum

General Rating 2.0

Practical Rating 2.0

Overall training program 2.0

Five point rating scale. One (1) Excellent

Five (5) Poor

Table 6

Evaluation of the Practicum Based Training Program

for Teachers of the Preschool Handicapped - 1974-75

Based on eight students (average ratings)*

(1) very high in value, (2) high in value, (3) moderate in value, (4) low in value, or (5) very low in value.

SPE 601: Exceptional Children and Youth	
General Rating	3.8
Rating for contribution to practical teaching knowledge and skills	3.0
Rating for contribution to general professional knowledge	3.0
DEC 627: Early Childhood Development	
General Rating	2.6
Rating for contribution to practical teaching knowledge and skills	3.4
Rating for contribution to general professional knowledge	2.2
SPE 637: Perceptual Motor Development and Disabilities	
General Rating	2.3
Rating for contribution to practical teaching knowledge and skills	2.0
Rating for contribution to general professional knowledge	2.0

Table 6 - Continued

SPE 632: Language Development and Disabilities	
General Rating	3.5
Rating for contribution to practical teaching knowledge and skills	3.7
Rating for contribution to general professional knowledge	3.3
SPE 736: Educational Assessment of Exceptional Children	
General Rating	3.7
Rating for contribution to practical teaching knowledge and skills	3.6
Rating for contribution to general professional knowledge	3.7
SPE 836: Behavior Management of Exceptional Children	
General Rating	3.4
Rating for contribution to practical teaching knowledge and skills	3.7
Rating for contribution to general professional knowledge	3.4
SPE 652: Methods of Teaching Preschool Exceptional Children	
General Rating	2.2
Rating for contribution to practical teaching knowledge and skills	1.8
Rating for contribution to general professional knowledge	1.8

Table 6 - Continued

DEC 645: Analysis of Methods and Materials in Early Childhood Education

General Rating	1.3
Rating for contribution to practical teaching knowledge and skills	2.0
Rating for contribution to general professional knowledge	1.4

FED 790: Methods of Research in Education

General Rating	3.6
Rating for Contribution to practical teaching knowledge and skills	4.1
Rating for contribution to general professional knowledge	3.5

SPE 766-767-768: Practicum in Special Education

General Rating	1.2
Rating for contribution to practical teaching knowledge and skills	1.2
Rating for contribution to general professional knowledge	1.6

Rate the degree to which the program contributed to your development in each area listed below. (Rate: (1) very high contribution, (2) high contribution, (3) moderate contribution, (4) low contribution, (5) very low contribution).

1. Adapting planning and teaching to pupils of various abilities and age levels	1.1
2. Informal and formal assessment of achievement levels	1.1
3. Developing behavioral objectives	1.7
4. Utilizing pupils' responses during teacher learning sessions to adapt teaching	2.0
5. Developing and sequencing learning activities	1.6
6. Adapting teaching to individual differences within a group	2.2

7. Guiding pupils in effective discussion and exchange of ideas	3.0
8. Planning and integrating learning experiences around a major purpose or goal	2.2
9. Involving pupils in cooperative planning and learning	3.0
10. Relating learning activities to pupils' interests and experiences	2.0
11. Administering, scoring, and interpreting tests for diagnosing learning difficulties	1.1
12. Relating remedial methods and materials to various kinds of learning difficulties	1.2
13. Applying behavior management techniques	2.0
14. Consulting and coordinating teaching or planning with other teachers	1.8

OVERALL TRAINING PROGRAM 1.5

EFFECT OF PROGRAM ON PUBLIC SCHOOL

To ascertain the effect of the program on the public school, two response forms were sent to principals and supervisory personnel in those schools where former trainee-graduates were employed. One response form was the Evaluation Form (Figure 4) used in the practicum based training program to assess the trainee's skills in assessing, instructing, and interrelating with other professionals. The supervisory personnel were to rate each trainee in these areas on a four point scale. Results for the first two years are presented in tables 7 and 8.

Table 7

Evaluation of Seven 1972-73 Graduates by

Job Supervisors After Six Months Teaching

(1) Ratings of Trainees by their immediate supervisor (principal)

(2) Ratings of Trainees by their area supervisor.

Ratings: 1. Unsatisfactory; 2. Improving; 3. Satisfactory; 4. Outstanding
The trainee will be able to demonstrate her ability to:

I. ASSESSMENT	Average Rating	Average Rating
1. Administer formal tests:	(1) 3.8	(2) 4.0
2. Score and interpret results:	(1) 3.8	(2) 4.0
3. Assess informally:	(1) 3.8	(2) 4.0
4. Determine pupil performance level and establish priorities for teaching	(1) 3.6	(2) 4.0
II. Instruction and Materials		
1. Write behavioral objectives for specific areas:	(1) 3.6	(2) 4.0
2. Perform a task analysis of major objectives	(1) 3.4	(2) 4.0
3. Select appropriate instructional strategies and/or materials for specific behavioral objectives	(1) 3.4	(2) 4.0
4. Implementation of lesson	(1) 3.4	(2) 4.0
5. Evaluation of lesson/ Evaluation of objectives	(1) 3.4	(2) 4.0
6. Modify formal and/or informal instructional materials to meet individual differences	(1) 3.6	(2) 4.0

7.	Individual and group management:	(1) 4.0	(2) 4.0

III. Professional Relationship

1.	Work with peers:	(1) 3.6	(2) 4.0
2.	Work with other teachers, supervisors, etc.	(1) 3.6	(2) 4.0
3.	Work with parents:	(1) 3.8	(2) 4.0
4.	Use resources in an appropriate manner:	(1) 3.8	(2) 4.0

Table 8

Evaluation of Eight 1973-74 Graduates by

Job Supervisors After Six Months Teaching

RATINGS: 1. Unsatisfactory; 2. Improving; 3. Satisfactory; 4. Outstanding
The trainee will be able to demonstrate her ability to:

I. ASSESSMENT	Average Rating
1. Administer formal tests:	3.4
2. Score and interpret results:	3.3
3. Assess informally:	3.4
4. Determine pupil performance level and establish priorities for teaching:	3.6
II. INSTRUCTION AND MATERIALS	
1. Write behavioral objectives for specific areas:	3.5
2. Perform a task analysis of major objectives:	3.5
3. Select appropriate instructional strategies and/or materials for specific behavioral objectives:	3.8
4. Implementation of lesson:	3.8
5. Evaluation of lesson/Evaluation of objectives:	3.5
6. Modify formal and/or informal instructional materials to meet individual differences:	3.8
7. Individual and group management:	3.9
III. PROFESSIONAL RELATIONSHIP	
1. Work with peers:	3.6
2. Work with other teachers, supervisors, ect.:	3.6
3. Work with parents:	3.6
4. Use resources in an appropriate manner:	4.0

Summary:

A second response form was sent to the same supervisory personnel to critique the program's services to the school. A follow-up interview was held with the supervisory personnel as another means of ascertaining their regard of the program's effectiveness.

Generally, responses were positive and supportive. It was indicated that this program enabled the school to expand their program and provide new services in identification of learning problems, in remediation/intervention work with individual children, in service to kindergarten children, and in staff stimulation.

Remarks made as to the program's enhancement of pupil progress, curriculum, community rapport, and in-service were positive. In addition, much was said about the increase in parent interest for those children involved in the program and its spreading effect to siblings; the valuable in-service materials, ideas and training offered which developed closer work relationships with all teachers (especially with the kindergarten teachers).

All respondents were unanimous in feeling the program services should be continued, should be extended upwardly to include the primary grades, and should be oriented to inclusion of parents more often.

Ways suggested for improving the program operationally included the addition of formal course work in dealing with human dynamics, sensitivity, and leadership skills; the development of awareness on the trainee's part of cultural difference and its effects on children; the expansion of the practicum program to other inner city schools, and the opening of dialogue between schools and universities.

A few often seen shortcomings in the program services were noted in the lack of the public school staff's understanding of the new program, in the too little involvement of parents, and in the too little liaison between school and university with regard to program operation.

Additional information in relation to the type and geographical locations of jobs secured by program graduates is included in Table 9.

Table 9

TEACHING POSITIONS SECURED

BY PROGRAM GRADUATES

Name	Position	Type Child		Location
1972-73				
Bryson, M.	Lead Teacher	Preschool	Exceptional	Urban
Heller, A.	Class.Teacher	"	"	"
Johnson, I.	" "	"	"	"
Krivan, S.	" "	"	"	"
Perry, M.	" "	"	"	"
Sawyer, B.	" "	"	"	"
Simovitz, J.	Educ. Diagnostic	"	"	Suburban
1973-74				
Chaing, M.	Class. Teacher	Preschool	Deprived	Suburban
Fraser, M.	" "	"	Exceptional	"
Granger, M.	" "	"	"	"
Kay, A.	" "	"	Deprived	"
Mascoop, A.	" "	"	Exceptional	"
Motton, T.	" "	"	Deprived	"
Sierocki, J.	Teacher Consultant	"	Exceptional	Rural
Stromberg, K.	Resource Teacher	"	"	Suburban
1974-75				
Atkinson, G.	Class. Teacher	Preschool	Exceptional	Urban
Bell, J.	" "	"	"	Surburban
Doughty, K.	" "	"	"	Rural

Name	Position	Type Child	Location
Elms, S.	Class. Teacher	Preschool	Surburban
Fennell, M.	" "	Preschool Except.	"
Frank, K.	Resource Teacher	Early Child. Except.	"
Loper, D.	Class. Teacher	Preschool Except.	"
Shessel, D.	" "	" "	"
Warady, E.	Resource Teacher	" Gifted	"

CHILD PROGRESS

The purpose of this program was to train teachers. Keeping this goal in mind, it became impossible to appropriately evaluate child progress. Child intervention was not consistant, i.e., various techniques were employed. To evaluate child gain there is need for a control group. The philosophy of the program was that all children would be provided services, thus eliminating a control group. The child population consisted of a small number of children ranging in age from 3 to 5 years. The intervention varied depending on the child's needs.

Data was collected to determine the impact of intervention for the program. All referred children were pre-and post-tested on a variety of formal assessment devices covering major domains of child development. Gain scores are reported.

A number of formal and informal batteries were employed for evaluation. All referrals, except the population at Milton Avenue Early Intervention Center, were assessed with these formal batteries:

Slosson Intelligence Test (SIT)
Illinois Test of Psycholinguistic Abilities (ITPA)
- Auditory Memory
- Auditory Reception
- Verbal Expression
- Grammatic Closure

Peabody Picture Vocabulary Test (PPVI)
Motor-Free Visual Perception Test (MVPT)
Auditory Discrimination (WEPMAN)
Visual Motor Integration Test (VMI)

The gain scores found are not necessarily a result of this intervention program. Tables 10, 11, and 12 include average gain scores for referred children.

Table 10

AVERAGE GAIN SCORES IN MONTHS

FOR FIFTEEN REFERRED CHILDREN

1972-73

Number of Months Intervention Number of Subjects	7 (N=6)	6 (N=6)	5&4 (N=3)
Peabody Picture Vocabulary (PPVT)	15.0	13.5	4.0
Slosson Intelligence (SIT)	9.0	10.0	9.0
Visual Motor Integration Beery (VMI)	14.0	5.0	2.0
Visual Perception Motor Free Visual Perception (MVPT)	16.0	17.0	12.0
Auditory Memory Illinois Test of Psycholinguistic Abilities (ITPA)	13.5	16.0	1.0
Auditory Reception Illinois Test of Psycholinguistic Abilities (ITPA)	6.0	7.0	5.0
Verbal Expression Illinois Test of Psycholinguistic Abilities (ITPA)	13.5	30.0	6.0
Syntax-Grammar Illinois Test of Psycholinguistic Abilities (ITPA)	11.0	8.0	12.0

Table 11

AVERAGE GAIN SCORES IN MONTHS

FOR TWENTY REFERRED CHILDREN

1973-74

Number of Months Intervention	8&7	6&5	4
Number of Subjects	(N=16 @8) (N= 3 @7)	(N=2)	(N=3)
Peabody Picture Vocabulary (PPVT)	19.6	5.5	12.3
Slosson Intelligence (SIT)	9.5	23.5	7.5
Visual Motor Integration Beery (VMI)	10.2	4.0	6.0
Visual Perception Motor Free Visual Perception (MVPT)	11.4	---	4.5
Auditory Memory Illinois Test of Psycholinguistic Abilities (ITPA)	11.9	17.0	9.3
Auditory Reception Illinois Test of Psycholinguistic Abilities (ITPA)	7.2	12.0	0
Verbal Expression Illinois Test of Psycholinguistic Abilities (ITPA)	12.6	-9.0	0
Syntax-Grammar Illinois Test of Psycholinguistic Abilities (ITPA)	6.7	24.0	3.0

Table 12

AVERAGE GAIN SCORES IN MONTHS

FOR TWENTY-SEVEN REFERRED CHILDREN

1974-75

Number of Months Intervention	8&7	5&4	3&2
Number of Subjects	(N=3@8) (N=15@7)	(N=2@5 (N=3@4)	(N=1@3) (N=3@2)
Peabody Picture Vocabulary (PPVT)	10.6	8	3.25
Slosson Intelligence (SIT)	8.1	5.4	9.5
Visual Motor Integration Beery (VMI)	9.5	6.6	.4
Visual Perception Motor Free Visual Perception (MVPT)	5.94	17.25	6.5
Auditory Memory Illinois Test of Psycholinguistic Abilities (ITPA)	7.71	11.25	6.5
Auditory Reception Illinois Test of Psycholinguistic Abilities (ITPA)	11.71	7.75	6.5
Verbal Expression Illinois Test of Psycholinguistic Abilities (ITPA)	8.23	.75	6.75
Syntax-Grammar Illinois Test of Psycholinguistic Abilities	6.35	0	6.5

APPENDIX

Preschool Special Education Program
Georgia State University

RESOURCE ROOM REFERRAL FORM

NAME_____ SEX_____ BIRTHDATE_____ DATE RECEIVED_____

CENTER_____ TEACHER_____ TRAINEE_____

DIRECTIONS: Please complete the following form. Your evaluation of the child's strengths and weaknesses will be of considerable value and will be most beneficial.

MAJOR REASON FOR REFERRAL _____

_____

Please circle one of the following ratings that is appropriate for the child's age level. If Below Age Level is circled, please describe.

I. Language Development: Above Age Level On Age Level Below Age Level

II. Speech (Articulation): Above Age Level On Age Level Below Age Level

III. Motor Skills: Above Age Level On Age Level Below Age Level

IV. Concepts (numbers, colors, size, shapes): Above Age Level On Age Level Below Age Level

V. Behavior (immature, destructive, etc.): Above Age Level On Age Level Below Age Level

VI. Social Interaction (plays alone, does not take turns, etc.): Above Age Level On Age Level Below Age Level

CHECKLIST: Please check appropriate column.

	YES	SOMETIMES	NO
1. Does child understand and follow directions?			
2. Does child pay attention and listen?			
3. Does child work independently?			
4. Does child profit from instruction given to entire class by teacher?			
5. Does child take part in oral discussion?			
6. Does child follow classroom rules and procedures?			
7. Can child get along with others in the class?			
8. Does child withdraw from teacher and other children?			
9. Is child functioning at age level?			
10. Does child attend to tasks?			

PLEASE ANSWER:

11. Most disruptive period of the day: AM_____ PM_____

12. Area of greatest interest _____
Area of least interest _____

ADDITIONAL COMMENTS: For additional space use back of form.

Butler Elementary School
Grady Homes Child Development Center

Dear

Butler School and Grady Homes are participating in a program to help children learn more effectively at the pre-school level. It is felt that this program will better prepare the children for the first grade and possibly eliminate later learning problems.

The program will deal with observations, evaluation, and instruction in areas that help your child be more successful in the first grade. We, therefore, ask your permission for your child to take part in this program.

Permission is given for _____ to participate in the program and upon my request a conference will be arranged to discuss the conclusions and recommendations of this program. Also permission is granted for video taping and pictures for use in teacher evaluations and program presentations.

SIGNED _____
(Parent or Guardian)

DATE _____

Received by _____

Date _____

PRESCHOOL SPECIAL EDUCATION PROGRAM

GEORGIA STATE UNIVERSITY

OBSERVATION REPORT

Name of Child_____ Date Observed_____

Teacher_____ Trainee_____

I. Areas Observed

A. Perceptual-Motor Skills:

B. Language and Cognition:

C. Social--Self Help:

D. Academic Readiness

II. Overall Impressions

III. Recommendations

EARLY CHILDHOOD - SPECIAL EDUCATION
PROJECT
GEORGIA STATE UNIVERSITY

INDIVIDUAL ASSESSMENT

NAME_____ BIRTH DATE_____ CENTER_____

TEACHER_____ TRAINEE_____

INVENTORY OF ABILITIES: Describe results of tests.

Intelligence
Test(s):

Gross Motor
Test(s):

Visual Perception
Test(s):

Auditory Perception
Test(s):

Syntax and Grammar
Test(s):

Verbal Expression
Test(s):

Fine Visual Motor
Test(s):

Receptive Vocabulary
Test(s):

Social Skills
Test(s):

Readiness Skills
Test(s):

TRAINEE _____

Pertinent background information and observations (medical (hearing, visual, etc.), psychological, and family history):

Areas of strengths (give support to information):

Areas of weaknesses (give support to information):

Overall remediation strategy:

PRESCHOOL SPECIAL EDUCATION PROGRAM
GEORGIA STATE UNIVERSITY

ASSESSMENT RESULTS

NAME_____ BIRTHDATE_____

SCHOOL_____ TRAINEES_____

Test	Pre Test Date	Post Test Date
ITPA		
Aud. Seq. Mem.	RS____SS____LA____	RS____SS____LA____
Verbal Exp.	RS____SS____LA____	RS____SS____LA____
Aud. Rec.	RS____SS____LA____	RS____SS____LA____
Gram. Closure	RS____SS____LA____	RS____SS____LA____
SIT	RS____MA____IQ____	RS____MA____IQ____
PPVT	RS____MA____IQ____	RS____MA____IQ____
VMI (Berry)	RS_____PA____	RS_____PA____
Aud. Discrim. (Wepman)	X_____Y____	X_____Y____
Gross Motor	RS_____AS____	RS_____AS____
MVPT	RS____PA____PQ____	RS____PA____PQ____

Key:

RS = Raw Score
LA = Language Age
SS = Scaled Score
MA = Mental Age
IQ = Intelligence Quotient
PA = Perceptual Age
PQ = Perceptual Quotient
AS = Age Score
CNO = Could Not Obtain
NA = Not Administered

PRESCHOOL EARLY CHILDHOOD-SPECIAL EDUCATION
GEORGIA STATE UNIVERSITY
ASSESSMENT PROFILE

NAME_____
TRAINER_____ DATE_____
DATE OF PRETEST_____ POST TEST____
MONTHS IN PROGRAM_____
BIRTH DATE_____

AGE LEVEL	C A	M A	G M	V M	V P	A M	A R	R V	V E	S/G
8										
7										
6										
5										
4										
3										
2										
1										
PRE										
POST										
SCORES										

Key:
C A = Chronological Age
M A = Mental Age (SIT) &IQ
G M = Gross Motor
V M = Visual Motor (VMI)
V P = Visual Perception (MVPT)
A M = Auditory Memory (ITPA-Auditory Sequential Memory)
A R = Auditory Reception (ITPA)
R V = Receptive Vocabulary (PPVT) & IQ
V E = Verbal Expression (ITPA)
S/G = Syntax and Grammar (ITPA-Grammatic Closure)

Pre (Blue)
Post (Red)

PRESCHOOL SPECIAL EDUCATION PROGRAM
GEORGIA STATE UNIVERSITY

INDIVIDUAL ASSESSMENT SUMMARY

Name of Child_____Date of Birth_____Age_____

Teacher_____Trainee_____

Overview of Assessment

Perceptual-Motor Abilities

Language and Cognitive Abilities

Social and Self Help Skills

Academic Readiness

OVERALL REMEDIATION STRATEGY

STRENGTHS WEAKNESSES

Focus of Intervention

PRESCHOOL SPECIAL EDUCATION PROGRAM
GEORGIA STATE UNIVERSITY

CONFERENCE RECORD

NAME OF CHILD_____CENTER_____

DATE_____TEACHER_____TRAINEE_____

PARTICIPANTS_____

PURPOSE:

SUMMARY:

PRESCHOOL SPECIAL EDUCATION PROGRAM
GEORGIA STATE UNIVERSITY

Prescriptive Teaching Plan
General Objectives

Name of Pupil_____ Date of Birth_____ Area(s) of Strength_____

Teacher/Trainee_____ Age_____ Area(s) of Weakness_____

1.Perceptual-Motor Skills	2. Social-Self Help Skills	3. Language and Cognition Skills	4. Academic Readiness

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PRESCHOOL SPECIAL EDUCATION PROGRAM
GEORGIA STATE UNIVERSITY

Task Analysis of _____ Objectives

Objective:

Georgia State University
Project

LESSON PLAN FOR REMEDIATION

NAME_____ SCHOOL_____

TEACHER_____ DATE_____

TRAINEE_____ TIME FOR COMPLETION_____

SPECIFIC SKILL DEFICIT:

SPECIFIC BEHAVIORAL OBJECTIVES:

SPECIFIC MEDIA USED:

PROCEDURES (Sequential Steps):

EVALUATION OF OBJECTIVES:

BEHAVIORAL OBJECTIVES ACHIEVED: _____ YES DATE_____

_____ NO DATE_____

PRESCHOOL SPECIAL EDUCATION PROGRAM

GEORGIA STATE UNIVERSITY

PROGRESS REPORT

NAME_____ BIRTHDAY_____ AGE_____

TEACHER_____ QUARTER_____ DATE_____

U, Remedial Work Achieved

(A) PERCEPTUAL-MOTOR DEVELOPMENT

(B) LANGUAGE AND COGNITIVE DEVELOPMENT

(C) SOCIAL AND SELF HELP DEVELOPMENT

(D) ACADEMIC READINESS

II Specific Skill Deficits To Be Remediated

III Comments On Overall Progress In The Resource Room

IV Recommendations